

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXVIII.—NO. 2.  
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

JULY 13, 1889.

\$2.50 A YEAR; 6 CENTS A COPY.  
Western Office, 125 Wabash Avenue, Chicago, Ill.

## ACME

## SCHOOL TABLETS

FOR

## PEN AND PENCIL.

NEW DESIGNS. NEW GOODS.

Ask your Dealer for Them.

MADE ONLY BY THE

Acme Stationery and Paper Co.,  
59 DUANE STREET, NEW YORK.

### THE LATEST! THE BEST! THE CHEAPEST! "INDEPENDENT SERIES." CONTINENTAL READERS.

A new series of School Readers, containing more reading-matter than the corresponding books of other series.  
**THEY ARE BOUND** in the best quality of book cloth, and put together in the most substantial manner known to school-book binders.  
**THE PAPER** is of the finest quality. The printing is equal to that of our best magazines.  
**THE ILLUSTRATIONS** are all original. Designed by our best artists.  
**A COMPARISON** of prices, number of pages, and style of binding will convince any one that the Continental Readers are the cheapest issued. **SCHOOL BOARDS** will find a great saving by adopting this series.

#### Some Reasons Why the Continental Readers are the Best.

**First.**—The gradation is almost perfect. In this series of Readers careful grading has received systematic attention. All new words in the first books have frequent repetition.  
**Second.**—All new words are placed at the heads of the lessons. This arrangement affords an easy review for both teacher and pupil. The words are prominent.  
**Third.**—The "Primer" and "First Reader" have *Spelling Reviews*, which contain all new words in these books.  
**Fourth.**—The "Second" and "Third Readers" contain many short stories that convey instruction, and are, at the same time, full of interest for the children.  
**Fifth.**—The "Fourth" and "Fifth Readers" contain in connection with the lessons *Exercises for Spelling*, and for teaching synonyms.

Continental First Reader, 102 pages, 18 Cents	Continental Third Reader, 256 pages, 48 Cents
Continental Second Reader, 170 " 33 "	Continental Fourth Reader, 384 " 60 "
Continental Fifth Reader, 480 pages, 80 Cents.	

### CAMPBELL'S READING SPELLERS.

#### FIRST BOOK.

The plan is to condense descriptions of objects, retain a skeleton of the thought, fact, and language peculiar to each, and teach the meaning of useful words by associating them with objective reality.

They teach the correct use, form, pronunciation, and inflection of words, the formation of sentences, and the subject-matter of compositions.

They are also valuable aids in teaching Reading, Language, Composition, Object Lessons, Geography, Natural History, and the elements of the Sciences.

The Second Book especially is an excellent manual on Natural History, and its value to the progressive teacher in this direction cannot be estimated.

Campbell's Reading Speller, No. 1, 18 Cents. | Campbell's Reading Speller, No. 2, 25 Cents.

Single copies sent for examination on receipt of one-half price to cover postage.

LOCAL AGENTS WANTED IN EVERY STATE.

**THOMAS KELLY, Publisher,**  
358 and 360 BROOME ST., NEW YORK.

### METCALF'S LANGUAGE EXERCISES.

By ROBERT C. METCALF, Supervisor of Schools, Boston, Mass.,  
and ORVILLE T. BRIGHT, Superintendent of Schools, Englewood, Ill. Cloth, 12mo, 230 pages. Illustrated.

This is more strictly than any other work of the kind a book of *language exercises*. "The use of language is controlled very largely by *habit*." Habit comes of careful training, long practice, constant use, strict watch-care, repeated suggestion, *exercise* in thinking, and in the expression of thought. This is, therefore, a book of such *exercises* as will induce correct habits and lead to good usage. Much care is had in the arrangement of the lessons to secure constant freshness and at the same time to furnish repeated practice in every variety of exercise.

753 and 755 BROADWAY, NEW YORK.

IVISON, BLAKEMAN & COMPANY,

149 WABASH AVENUE, CHICAGO.

The wide range of these Exercises may be seen from the following synopsis of some of the most notable features of the book:

- |  |  |
|--|--|
| 1. Exercises in Letters and their Sounds.  | 12. Studies of Poems.                            |
| 2. Exercises in Words and Word Forms.      | 13. Exercises in Reproduction.                   |
| 3. Exercises in the Use of the Dictionary. | 14. Studies in Letter Writing.                   |
| 4. The Study of Sentences.                 | 15. Practice in Letter Writing.                  |
| 5. Exercises in Pronunciation.             | 16. Exercises in the Right Use of Words.         |
| 6. Dictation Exercises.                    | 17. Exercises in Paraphrasing.                   |
| 7. Information and Conversation Exercises. | 18. Studies in Biography.                        |
| 8. Memorizing of Choice Selections.        | 19. Local Observations and Neighborhood Studies. |
| 9. Picture Studies and Stories.            | 20. Supplementary Readings.                      |
| 10. Studies for Compositions.              |  |
| 11. Composition Writing.                   |  |

Introduction price, 42 cents. Correspondence with reference to the introduction of "Metcalf's Language Exercises" is invited. Sample copies sent, post-paid, on receipt of introduction price.

#### THE YOUNG FOLKS' LIBRARY.

For School and Home. Edited by LARKIN DUNTON, LL.D.,  
Head Master Boston Normal School.

A series of choice volumes for supplementary reading, prepared  
and edited with careful reference to their helpfulness in the edu-

cation of the Young.

The following Volumes in the Library now Ready:

"STORIES OF CHILD LIFE."

By ANNA B. BADLAM, of the Rice Training School Boston.

Book I. At Home. 24 cts. Book III. In the Country. 36 cts.

Book II. At Play. 30 cts. Book IV. At School. 42 cts.

Also will be ready for early publication several other volumes.

Copies of either of the above will be mailed to any teacher for examination on receipt of price.

SILVER, BURDETT & CO., Publishers, 6 Hancock Avenue, BOSTON, MASS.



## WHEN

BUYING LEAD PENCILS ASK FOR

## DIXON'S AMERICAN GRAPHITE PENCILS.



They are better for the teacher, better for the pupil, better for anybody, better for everybody than any other pencils made. The leads are tougher, smoother, stronger, and last longer. They are graded in 10 degrees of hardness, so that they are fitted for all kinds of work. The wood is the finest straight-grained Florida cedar, finished in the highest degree of mechanical skill. All this you can prove by mentioning the New York SCHOOL JOURNAL, and sending 16 cents in stamps for samples worth double the money.

JOSEPH DIXON CRUCIBLE CO., JERSEY CITY, N. J.

**MORRIS EARLE & CO.**

SUCCESSORS TO  
**W. H. Walmsley & Co.,**  
1016 Chestnut St., Phila.

**R. & J. Beck's**  
**MICROSCOPES,**  
Sole American Agents,  
**MORRIS EARLE & CO.**

Microscopes and all  
Accessories and Ap-  
paratus. Photogra-  
phic Outfits for Am-  
ateurs, Spectacles,  
Eye-Glasses, Opera  
and Marine Glasses,  
etc., etc.

Illustrated Price List  
mailed free to any address, mention this paper  
in corresponding with us.

**ANDREWS M'F'G CO.,**

Manufacturers of the only

**Dovetailed School Furniture**  
IN THE WORLD.

**ANDREWS'**  
Globes, Tella-  
rians, Maps,  
Charts of all  
kinds, Black-  
boards, Dust-  
less Erasers  
and Crayons.  
Just Published.  
Goff's Historical  
Map of U. S.  
Plain, incisive  
and complete.  
Send for circular.



**Andrews M'f'g Company,**

76 FIFTH AVE., Near 14th St., N. Y.  
A. H. Andrews & Co., 196 Wabash Ave., Chicago  
and Post and Stockton Sts., San Francisco.



SEND FOR CATALOGUE TO  
**QUEEN & CO 924 CHEST-ST.**  
**PHILADELPHIA PA.**



**POPE M'F'G CO.**  
BOSTON. NEW YORK. CHICAGO.

**FOUNTAIN PENS** Cheapest and Best Made.  
**POCKET SCRAP-FILE** New, no paste, quick filing,  
cheap. Agents, H. Day. C. W. TAYLOR & CO., Janesville, Wis.

**The Berlitz School of Languages.**

SUMMER COURSE, at Asbury Park, N. J.

THE *Berlitz Method* is acknowledged by the leading American and European authorities as the best of all natural methods.

Instruction by the regular professors of the BERLITZ SCHOOL; only the best of native teachers. Numerous lessons, lectures and excursions, forming a continual practice in French and German conversation. Terms very low; French and German tables. A special course for teachers free.

For sample pages of the French and German books, circulars, etc., apply to  
**PROF. N. A. JOLY, Vice-President of the Berlitz Schools,**  
W. MADISON SQUARE, NEW YORK.

**JOSEPH GILLOTT'S**  
**STEEL PENS.**

GOLD MEDAL, PARIS EXPOSITION, 1878.

SOLD BY ALL DEALERS.

For ARTISTIC USE in fine drawings, Nos. 659 (the celebrated Crowquill), 290 and 291. For FINE WRITING, Nos. 303, 604, and Ladies', 170. For BROAD WRITING, Nos. 294, 359, and Stub Point, 849. For GENERAL WRITING, Nos. 404, 339, 390, and 604.

**JOSEPH GILLOTT & SONS, 91 John Street, N. Y.**

**HENRY HOE, Sole Agent.**

**The New York School Book Clearing House.**

(Formerly ANDERSON SCHOOL BOOK CO.)

Submit List, giving Copy-  
right, Date and  
Condition.

Whether new, shelf worn or second-  
hand, and we will make you  
An Offer.

**School Books**  
**Wanted.**

The most complete stock  
as to subjects and condition  
in the U. S.  
Whether you wish to BUY or SELL,  
COMMUNICATE.  
Mention the SCHOOL JOURNAL.

Address, **SCHOOL BOOK CLEARING HOUSE, 65 DUANE STREET, NEW YORK.**

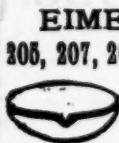


"MEMORY AND ITS DOCTORS." By DR. ED-  
WARD PICK, Ph.D., M. A., from Simonides to  
"Loisette." With suggestions for a Rational  
Method of IMPROVING THE MEMORY, AND FA-  
CILITATING THE ACQUISITION OF KNOWLEDGE,  
without recurring to artificial means. New  
Edition, 25c. Address Dr. Pick, 24 Union Sq., N. Y.

**OLD BOOKS. OLD MAGAZINES.**

Do you want to sell them? They will bring  
you cash.

No. 2 Arcade, **MILLER** the old Book  
Court, CHICAGO. Dealer.



**EIMER & AMEND,**  
305, 207, 209, and 211 Third Avenue.  
**NEW YORK.**

Importers and Manufacturers of  
**Chemical Apparatus,**

**CHEMICALLY PURE CHEMICALS.**



Chemists,  
Colleges,  
Schools and  
Laboratories.

Supplied with the best goods at the lowest prices.  
Bunsen's Burners and Combustion Fur-  
naces, a specialty in manufacture.

**A Grand Opportunity**

For some of the Readers of this Journal to make from

**\$5 TO \$25 EACH** During the Coming  
Institute Season.

"HOW CAN I DO IT?" do you ask. Please read a little further. Just write us as soon as you have read this through, stating that you want the exclusive right to solicit subscriptions for two of the leading Educational periodicals at your County Institute and Normal. By return mail you will receive full particulars concerning the work (provided no one else from your county has previously made application for the same Institute,) and the guarantee that the meeting will be reserved for you. Later on full supplies of samples and circulars will be furnished you free of cost.

**We want to cover every Summer Institute and Normal**

In taking subscriptions for our papers you will be doing a noble work. You will be placing in the hands of your fellow-teachers what will help them in their profession, make them better teachers, and thereby promote the cause of education. Address at once,

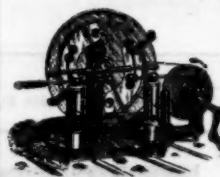
**NEW ENGLAND PUBLISHING COMPANY.**

Agency Department.

3 Somerset Street, Boston.

**JAS. W. QUEEN & CO.,**  
**PHILADELPHIA.**

**Philosophical, Electrical**  
**AND Chemical Apparatus,**



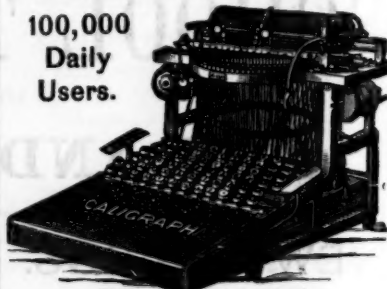
New Table Air-  
pumps, Superior  
Lever Air-pumps  
Lowest Rates to  
Schools. Corre-  
pondence desired.  
Mention this JOUR-  
NAL.

**CALIGRAPH**

GREATEST SPEED ON RECORD!!

T. W. Osborne wrote 179 words in one  
single minute on the CALIGRAPH, the  
Champion Machine of the World.

100,000  
Daily  
Users.



G. A. McBride wrote 139 words in a single  
minute, Blindfolded, thus in each case  
proving the falsity of many of the state-  
ments of our competitors.

For full and correct account of above test, address

**THE AMERICAN WRITING MACHINE CO.,**  
**HARTFORD, CONN.**

BRANCH OFFICES:—237 Broadway, N. Y.;  
14 W. 4th Street, Cincinnati, O.; 1003 Arch  
Street, Philadelphia.

**NATHANIEL JOHNSON,**

Manufacturer of

**CHURCH AND SCHOOL FURNITURE,**

Reversible Seetees for Sunday-Schools,  
Pews for Churches, Pulpits, etc.,

127 CLINTON PLACE,

W. 8th St., near 6th Ave., NEW YORK.

**BEECHAM'S PILLS**

ACT LIKE MAGIC  
**ON A WEAK STOMACH.**  
**25cts. a Box**  
OF ALL DRUGGISTS.

**Care of the Hair**  
**And Complexion.**

Packer's  
Tar Soap used  
as a Shampoo  
works wonders  
in curing  
Dandruff and  
Itching,  
and preventing  
Baldness.

Used daily with warm  
water and wash-cloth,  
it promotes soft,  
smooth, clear skin,  
and is of especial ser-  
vice in cases of Acne,  
Black-heads, Pimples,  
Oily Skin, Clogged  
Pores, etc.

**PACKER'S TAR SOAP**

the Ideal Toilet Soap for Summer use. It allays  
Irritations of the Skin, Rashes, Chafing, Sunburn,  
etc. Its use is a hygienic luxury, Deodorant, Anti-  
septic, Curative. TRY IT! YOU WILL LIKE  
IT!

25 cents. All Druggists. Sample 4 cents, or half-  
cake 10 cents, stamps. Mention **TEACHERS' INSTITUTE.**

**THE PACKER MFG. CO., 100 Fulton St., N. Y.**

**ESTERBROOK'S STEEL**  
**PENS.**

No. 333.

Extra Fine.

STANDARD SCHOOL NUMBERS,  
333, 444, 128, 105 & 048.  
FOR SALE BY ALL STATIONERS.  
**ESTERBROOK STEEL PEN CO., 26 John St., N. Y.**



# The School Journal.

THE CLEAREST POSSIBLE STATEMENT OF TRUTH IN THE LIGHT OF TO-DAY. THE MOST SUGGESTIVE IDEAS PERTAINING TO EDUCATION. THE MOST PHILOSOPHICAL METHODS OF TEACHING.

ESTABLISHED 1870.

## THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.  
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) \$3.50 a year.  
The Teachers' Institute and Practical Teacher (Monthly.) \$1.25 a year.  
Treasure-Trove. (Monthly.) Illustrated. \$1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.  
The School Journal and Treasure-Trove, \$3.  
The Teachers' Institute and Treasure-Trove, \$1.80

E. L. KELLOGG & CO.,

EDUCATIONAL PUBLISHERS,

25 Clinton Place, (8th St.) N. Y.

WESTERN OFFICE. GEN. EASTERN AGENTS.  
E. L. KELLOGG & CO., J. RANSOM BRIDGE & CO.,  
185 Wabash Ave., Chicago, Ill. 110 Studio Building, Boston.  
J. I. CHARLOUIS, Manager Advertising Department.

New York, July 13, 1889.

### CONTENTS.

#### EDITORIAL.

Round for Europe—An Encouraging Sign—Teachers' Licenses—The National Association—Pratt Institute—An Important Question—New York State's Educational Policy..... 19  
A Worthy School..... 20

#### EDITORIAL NOTES.

THE NEW YORK STATE TEACHERS' ASSOCIATION..... 21

#### CONTRIBUTED ARTICLES.

Objective Instruction. From a Member of the Faculty of the Oswego Normal School..... 22  
An Argument for Thinkers..... 23  
A Wonderful African River..... 23  
Is English to be the Language of the World?..... 23

#### THE SCHOOL-ROOM.

The Teaching of Elementary Physiology. By Dr. G. G. Groff, Acting President of Bucknell University, Lewisburg, Pa. 24  
Authors' Days in July..... 24  
Language Lessons. By Walter Livingston..... 25  
Pictures. By Vernon L. Dacey..... 25  
The Spelling Class..... 25  
Events, July 22-26..... 26  
Interesting Notes..... 26

#### THE TIMES.

Personals..... 27  
Educational Meetings..... 27  
Commencements..... 27

#### CORRESPONDENCE.

Articles Interesting to Teachers' in Recent Magazines..... 27

#### BOOK DEPARTMENT.

New Books..... 28  
Reports..... 28  
Literary Notes..... 28  
Catalogues and Pamphlets Received..... 28  
Magazines..... 28

The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

The Editors take two weeks each year for a vacation, therefore there will be no issues of the JOURNAL on July 20-27. The next issue will be August 3.

Readers will note the many valuable articles in this number; a careful, condensed Report of the Meeting of the State Association, with opinions thereon, together with much material that can be employed by the teacher in his school-room.

TEN days ago a large party of teachers left this port on the steamer City of Rome, bound for Europe, where they are to spend the vacation. On Monday last two other large parties of teachers, one of them from Cincinnati, and the other from New England, left here on the Suevia. Still another large party of school teachers from North Carolina sailed on Saturday on the State of Nevada, and another party of them went on the Wisconsin on Tuesday last. There will be more than a thousand men and women teachers that will make European

tours this year. And this is another indication that "times are changing." We hope these good brethren and sisters will have a good time.

PERHAPS the most encouraging thing that has taken place in many a day is the effort to stop two bullies from pounding each other. While a part of our population are trying to cultivate and refine, another part are trying to demoralize and retrograde. These bullies could not find a state that will allow them room! Good. They thought they could fight in Mississippi, but Gov. Lowry offers \$1,000 reward for their capture, if they fight in Mississippi. Good! Good!

SUPT. DRAPER does not fear to take the ground that the cities should not grant licenses to teach; he is right. As well might each city set up the claim to judge of the fitness of a physician; one would demand a knowledge of one kind, and another of another. The true plan is for normal schools to prepare teachers and license them; as there will not be enough teachers graduated from these schools, let the state examine and license candidates; the cities would then select from these. The present plan is not a good one.

THE meeting of the National Association at Nashville will draw together a good many teachers. The great question there to be considered is that just disposed of at Brooklyn—manual training. Dr. Marble, the president, is an opponent, but not near so much as he once was; yet he is a fair man, just to friend and foe. How much will be said there that will be of no use! "And the flood came and drowned them all." So of the opponents of manual training; how they begin to hedge already!

The National Association would do a wise thing to follow the example of the New York State Association—that is, fix on a permanent place for the annual meeting. It will not do this for some years, but it will finally do it, mark the words. Those who seek its best interests should counsel this change.

THOSE who visited the Pratt Institute during the past week, and the number is large, must have come to the conclusion that the statement made by Supt. MacAlister, that "a new education is upon us," is true. That immense building with its school-rooms, its museum, its library, its workshops stood as an object lesson before the teachers; it said, "Look at me. I am here by the desire of a man who had a hard struggle with the pressures that life thrust upon him; here to tell you that my friend was educated not by books, but by labor. It is his wish that the young may have the education he had, without the struggle he had."

It is very significant that so much of the money that is being left by will for educational purposes is to be employed in teaching some forms of DOING. The president of Girard College speaks of this as a significant fact—namely, that since that college has adopted manual training, numerous inquiries are made as to the proper plan for such a college, whereas few or none were made before.

All honor to men like Peter Cooper, Charles Pratt, and Isaac Williamson; they build better than they knew.

A SUBSCRIBER in Jamestown, New York, asks us why we do not attack the action of the school board of that town which forbids women teachers to marry. She thinks it is outrageous that a man may marry and go on teaching, but that a woman must resign at once. We do not feel like attacking this rule, though it is in force in a few cities—New York, for example. On the whole it is a good rule enough. If a woman marries, her husband should support her. One member of the New York board

of education says that "if a woman marries she should give her place at the public crib to another woman." This seems to us very bad logic; it would make the teacher a feeder at a crib instead of a laborer giving an equivalent for her stipend. We think that a married woman may teach as well as a single one; we know of one who teaches better than any single woman we know; but cannot say it is because she is married. We think that marriage tends to turn a woman's mind from the serious duties of the school, and so approve of the rule, though confessing it looks hard.

THE state of New York has at last an educational policy. Grand as the state is, its educational policy hitherto has resembled the progress of a flat-boat on the Mississippi river. Now pushed by the current, it seems ready to land high and dry on the east shore. All hands run out with poles; there is much shouting and the course is changed. By and by the boat seems sure to plant itself on the other side, but it is poled off, and on she goes. The election of Supt. Draper brought in a man who works with a plan. Here are some of the changes that have been wrought by legislation during the year:

1. The school year is extended to 32 weeks. It was formerly 28 weeks.
2. The school meeting is to be in the second week of August; it used to be late in August, and once was held late in the fall.
3. The teacher must be hired for four months; once he could be turned off in a week.
4. The teachers' classes are to be superintended by the right man—the superintendent of schools.
5. The normal schools are to take in no one who does not hold a second grade certificate.
6. The libraries are under the charge of the state librarian.

If the teachers' classes in every county are expanded into county normal schools, where training in the art of teaching is given and second and first grade certificates are obtained, the rural schools will get some benefit of the state's money. As it is the normal schools expend a large sum in turning out a few men who go into the town or city schools. We think a great future is before these county normal classes. All these changes show that the time is not far distant, when we shall have professional teaching in New York state. It will take more than ten years, but it is sure to come. We mean by this that every teacher will be required to hold a professional certificate of fitness.

"BESIDES learning unsurpassed in his profession, he displayed other qualities not less important in the character of a teacher—goodness, benevolence, and a willingness to teach. Only a good man can be a teacher, only a benevolent man, only a man willing to teach. He was filled with a desire to teach. He sought to mingle his mind with that of his pupil. He held it a blessed office to pour into the souls of the young, as into celestial urns, the fruitful water of knowledge. He well knew that the knowledge imparted is trivial compared with that awakening of the soul under the influence of which the pupil himself becomes a teacher. All of knowledge we can communicate, is finite; a few pages, a few chapters, a few volumes, will embrace it. But such an influence is of incalculable power; it is the breath of a new life; it is another soul. In Story, the spirit spake, not with the voice of an earthly calling, but with the gentleness and self-forgetful earnestness of one who was pleading in behalf of justice, of knowledge, of human happiness. His well-loved pupils hung upon his lips, and as they left his presence, confessed a more exalted reverence for virtue, and warmer love of knowledge for its own sake."—CHARLES SUMNER ON JUSTICE STORY.



DURING the summer the ponds, rivers, and damp places are teeming with animal life. With a small microscope, a few knives, and a little, simple apparatus, the bugs, worms, and small fishes may be studied. There is a world of interest connected with the evolution of a mosquito. A common house fly is not an insignificant animal, by any means, and it is very profitable to dissect a bee. Do our readers know whether an angeworm has eyes, or not? How many eyes has a common house fly? How many a mosquito? How many a honey bee? Animals are all ready waiting to be studied. What a fund of information the intelligent teacher can pick up, during the two months of her vacation, that will give her teaching great interest during the other ten months of the year!

SUMMER is the time for botany. We are acquainted with two teachers who have walked the length of Long Island, two or three times, hunting for new plants, and one of them is now about seventy. Vigorous, healthy, a grand success he is as a teacher. He says he owes his strength and intellect to the habit of out-door exercise on every available occasion. Frequently during this summer he has walked twenty miles, after school, in search of new plants, and this vacation he is going through the mountains of Virginia searching for rare forms of vegetable life. When he talks on botany his pupils listen, for he always tells them something worth hearing, and shows them something that makes their eyes sparkle; withal he possesses a fund of incidents and always pleases the boys when he tells one of them.

IN vacation is a good time to study geography. Small brooks are miniature great rivers; a pond is a lake, and a lake an ocean in epitome. All the great physical forces of nature may be studied during vacation while wandering by brooks, climbing hills, or exploring the recesses of the forest. Geography is one of the sciences of nature, and the teacher who becomes most intimate with nature, in all her forms, will know better how to teach geography.

AND then the rocks! Oh, the rocks! What magnificent specimens can be picked up everywhere! We met a teacher a few years ago who had taught twenty years in the country and could not tell a piece of granite from a piece of limestone. She said, "All rocks look the same to me." Poor teacher! we said nothing, but pitied her ignorance, but we dropped a silent tear over the lost good she might have done had she known more of the rocky ribs of this old earth.

VACATION is no time for thinking over past failures. *Think of future successes.* The past is gone; let it go, the grand, hopeful, joyous, successful future is before us.

WE have known teachers who have returned to their schools worse in the fall because they had eaten too much, but we never knew one to return worse in September than in July because he had slept too much. Sleep, balmy sleep, is nature's great restorer, and he who can sleep well and eat well, but not too much, and bathe well, and be happy and active, will always grow well. This is good advice, for which we charge our readers nothing extra.

WE have one educational exchange that tells "When to cut hay;" another has an article on "Salt for cows." These are for teachers that own farms; there are such, but we do not know them.

JACKSON, MICH, is to have a manual training school.

THE legislature of Indiana has provided for kindergartens.

THE Man Wonderful manikin and the Unique pencil sharpener have been adopted in Oswego, N. Y.

WE are glad the editor of the N. C. *School Teacher* appreciates an article he clips from the *SCHOOL JOURNAL*, but why did he not give due credit? He credits it to "Journal;" that is not enough; credit all things taken from us rightly and justly.

MR. EDWARD L. KELLOGG, son of Amos M. Kellogg, editor of the *SCHOOL JOURNAL*, and one of the firm of E. L. Kellogg & Co., left on Tuesday last for a short trip to Europe. He richly deserves a vacation.

#### A WORTHY SCHOOL.

An excellent instance of educational growth is found in the history of the Millersville, Pa., state normal school. From small beginnings, more than thirty years ago it stands among the best of the normal schools of Pennsylvania in popularity, influence, and efficiency. The limited accommodations of that early period have gradually expanded until now the buildings in their extent and adaptability rival those of the most favored educational establishments in the state. Improvements continue to be made as necessity compels or propriety suggests, until the school finds itself admirably adapted to fulfil all the purposes of its creation. The few teachers of 1856 have been multiplying themselves until they now number a family of thirty-two professors, tutors, and instructors teaching every branch which the average, public school instructor is likely to encounter in the course of his professional life. Dr. Lyte, the principal, has proved himself capable, active, and progressive, a worthy successor of the able men who have preceded him. Great stress is laid upon the work of the model school, which, in every sense, seems worthy of its name. It is the place where the education of the child and of the teacher that is to be is begun. It is thoroughly equipped in all its departments, and is doing most excellent work, as must be apparent to any one who does himself the pleasure to investigate its methods.

Recently a department of manual training has been organized, and although working in wood is the only craft thus far introduced, excellent results have already been attained. A professor in the regular faculty who in early life acquired the joiner's art gives the pupils the necessary instructions, and when the room is opened for work an eager class is always there. A large variety of very creditable work done by these amateurs is to be seen, and to the credit of the girls, be it said, their work is fully up to that turned out by the coming lords of creation. This training-room is a great success. It is more a place of recreation than of work, and fittingly supplements the more intellectual labors of the school. Millersville has been, and still is, a potent factor in shaping the educational thought and action of the whole Keystone state.

ONE of the easiest things to do is to praise the condition of the schools. There is not a single town but has the best "schools in the world." We have urged the opinion that really education was in quite a crude condition. We note in a paper that Connecticut has always held the place of superiority, and that as the school fund is now raised to two and a quarter millions, why, it will be still more superior. And that it has "a system that deserves to be studied everywhere." This is said with careless ease. But whether a state is doing well or not, educationally, is not so easily determined. It is our opinion that there are hopes for the schools when men and women of real talent are at work in them; and they do not depend on the school fund. What is the case in New York, Connecticut, and Pennsylvania? Why, young boys and girls are doing a good part of the teaching. It is not done by men and women who have made a study of the work. Let us wait a while before we praise indiscriminately.

THE last legislature passed a law which forbids the selling or giving away of spirituous liquors or cigars, cigarettes, or tobacco, to any minor under sixteen, or even apparently under that age, or the receiving of goods from such minor in pawn. The law makes the violator guilty of misdemeanor. It is aimed not only at the dealers, but at all who may pay for or furnish tobacco to be used by any child under sixteen. The young smokers of cigarettes are found in the greatest numbers in tenement house districts. The most ignorant smoke the most. Parents, employers, or others have been accustomed to send small boys or girls to buy beer, cigars, or tobacco, or to pawn goods; this is stopped by this law. It also forbids pawnbrokers from having dealings with children under 16. This shows that the value of the CHILD is steadily growing in the public estimation. It is another way of saying that the teacher's work is more highly prized than it once was.

HARD book facts cannot be compared with the sympathetic teaching of nature. There is beauty everywhere in nature, and it is always ready to be absorbed,

A YOUNG teacher in Ohio writes to ask if we would recommend him to attend a normal school. We understand he aims at professional preparation, and so we say to him, "most assuredly." But very much will depend on what normal school you attend. There are normal schools that will merely grind you in reading, spelling, geography, grammar, algebra, etc. You will come out of one of these as you would out of a high school; no better, and worse, because you will have been misled. If you think to find a normal school that will make you an educator, you will have to look around a great deal. We have on our tables the programs of closing exercises in about fifty such schools, and we note the young men and women discuss in their essays such themes as "Joan of Arc," "The Lost Pleiad," "How to grow old gracefully," etc. Now and then one discusses the practical themes of teaching. Yes, go to a normal school, a real, *bona fide*, normal school. "All is not gold that glitters."

PRACTICAL arithmetic may be studied during vacation. It is real fun for two teachers to calculate the area of a field, or measure the height of a tall tree by triangulation, or work out the number of tons of hay in a barn, or the number of hills in a field of corn. Some teachers will say on reading this, "O this is terrible, you wouldn't expect a tired teacher to work out such problems as these?" It depends altogether on how we look at it. If arithmetic is drudgery outside of the school-room, what must it be inside?

SUMMER is the time to keep one's eyes open. How many things can be seen, *if we only know how to look.* A short ocean voyage is full of incidents to an observing person; a ride of fifty miles through the country contains volumes of narrative, incident, story, adventure, if one only knows how to take it.

ALL roads led to Rome in ancient times; and all roads of the teacher in vacation lead to the school-room in September.

WE pity, from the inmost recesses of our heart, with an indescribable pity, and a terrible commiseration, the teacher who says, "I do not intend to think of school or books until September." Does the doctor say that during his vacation? No. Does the minister say that during his vacation? No. Does the lawyer say that during his vacation? No. The teacher is no less a teacher during vacation, than during term time. Simple, natural ways are the best, both when school keeps and when it does not, and the teacher who shows by mannerisms, and her walk and conversation, that she is a cut and dried teacher, has the elements of failure, not success. One of the most successful teachers in the state of New York when away from home during his summer vacation is always taken for a "drummer," but two minutes' conversation with him reveals the fact that he is a teacher and not much of a drummer. He doesn't put on airs, but is always ready to talk about school affairs.

COMPANIONS are of two kinds—genial and uncongenial. It is well during vacation to let the uncongenial alone. This is good advice. Associate with those you like, and let those you do not like alone.

IN Plainfield, New Jersey, F. X. Schoonmaker, member of the state board of education, at the high school exercises attacked the parochial schools, as a menace to the public school system, and to the government; he asserted that the Catholic priests of the country were forced by the Pope, most of them against their will, to establish parochial schools, and announced that the state board of education proposed to ask the next legislature to submit to the people an amendment to the constitution forbidding the establishment of any system of schools taking away from the public schools any pupil who, but for the existence of the new schools, would attend the public schools.

[The Catholics establish the parochial schools, pay the teachers, and have the right to send their children to them. Mr. S.'s plan is like the efforts once made in England to make everybody go to the Established Church. It won't work.—Eds.]

HOT weather should stimulate, not stultify the mind.

NOW is the time to find books in brooks, sermons in stones, and *pedagogics* in everything.

IF a tree cannot teach, nothing can,



## The New York State Teachers' Association.

### FORTY-FOURTH MEETING.

#### TUESDAY MORNING.

The forty-fourth annual meeting was begun in the Academy of Music, Brooklyn, July 2, at 9:30 A. M.

PRESIDENT E. H. COOK addressed the association, referring to needful changes in the constitution.

PRINCIPAL GALLAGHER moved that all amendments be referred to the committee on resolutions.

PROF. O. ROOT proposed two changes in the constitution.

GEO. E. HARDY read a paper on

#### THE SCHOOL LIBRARY A FACTOR IN EDUCATION.

"No greater source of good, no more important factor in the whole educational machinery of our school system, outside of the teacher himself, exists than a judiciously selected and widely used school library. Children are capable of enjoying good books at much earlier ages than most people suspect, and the chances of forming in the young a taste for good literature are much better than at a later period. In the series of articles entitled 'Books that have Helped me,' published in the *Forum* about a year ago, I remarked that the helpful books were those that were read chiefly in youth, certainly before middle age, the reason undoubtedly being that the young have more time to read and reflect, and lasting impressions from books are more apt to be formed then than later in life. In your collection of books, remember that it is important to guard against not only those books that mislead the conscience and studiously present ideas that are fundamentally false, but also against those that merely interest and consume time, but neither elevate the taste nor brighten life."

It was discussed by H. M. Lovell, of Elmira, S. A. Ellis, of Rochester, and Amos M. Kellogg, of New York. The last gentleman stated that in 1880 he brought the subject of "Good Reading for Children" before the clergy, and a large number preached on it; they will be found ready to aid.

MISS J. ETTA CRANE, of the Potsdam normal school read a paper, entitled

#### THE VALUE OF MUSIC IN EDUCATION.

"I claim that an element which helps to make the school-room a pleasant, cheerful place, which lifts the thoughts above evil things, which makes obedience a pleasure, and creates a love for the good, the true, and the beautiful, assists in the moral training of the young. That music does this, none deny. Did you ever see a room full of children as they joined in singing a song they thoroughly enjoyed? If you have, there remains no doubt in your mind as to whether or not those children were made happy by their music."

"Good music arouses a spirit of good will, creates a harmonious atmosphere, and where harmony and good will prevail, the disobedient, unruly spirit finds no resting place."

PROFESSOR F. H. DAMROSCH, of New York, opened the discussion on the paper.

"Were music given its true place in education, infidels, in the sense of believers in nothing, would soon cease to exist, for the belief in this glorious trinity in which rhythm stands for union and strength, harmony for truth and purity, and melody for beauty and love, a belief in these would soon inspire a firm belief in all that is noblest, best, and highest, in the ideal, in the divine. School singing, as a rule, is nothing more than a barbarous screaming and shouting of so-called 'school songs,' or of patriotic songs, learned by imitating either the harsh-toned, rattling school piano, or, in the best case, a teacher who, however earnest, able, and willing she may be, must still succumb to the inevitable effect upon her voice of much and loud talking in the class room. This and some theoretical instruction in the definitions of musical terms is surely not the way to teach music, and yet that is about all that has been attempted and accomplished. The essence of music, the power to express our highest and best thoughts—such as elude all possible expression in mere speech—in soaring song; these are things that have not been taught, nay, have hardly been thought of."

PROFESSOR HOLT, of Boston, said:

"It was easier for the average teacher to teach music than he imagined. It was often said that it was impossible for a person to teach what he did not know, but there were a great many who could not teach what they did know. He believed in all the musical culture the teachers could get, but did not consider it necessary for a teacher to be thoroughly educated in the art to teach it. They would progress as rapidly as the scholars. He was in favor of encouraging the teaching of music in all the public schools."

PROFESSOR NORTON, of Oswego, held that music developed a wonderful spirit of harmony between teacher and pupil.

PRESIDENT COOK then announced the following committees:

Election—W. A. Campbell, W. E. Stearns, Prin. J. Barb W. A. Baldwin, M. R. McDonald, G. Fuller.

Finance—Supt. S. A. Ellis, George M. Carman, W. H. Benedict.

Record—C. W. Bardeen, H. R. Sanford, Mary J. Miller, Clara Russell, Supt. C. E. Groton.

Resolutions—John Gallagher, C. H. Verrill, A. M. Kellogg, A. J. McMullen, E. C. Hanaway.

To appoint Executive Committee—Prof. Root, L. C. Foster, Prof. H. M. Lovell, F. S. Capen, J. H. Stout, Fred E. Payne.

SUPT. WILLIAM H. MAXWELL then read a paper on

#### CRITICAL READING.

"I fully agree with Dr. Arnold, of Rugby, when he says: 'If one might wish for impossibilities, I might then wish that my children might be well versed in physical science, but in due subordination to the fulness and freshness of their knowledge on moral subjects. This, however, I believe cannot be; wherefore, rather than have it the principal thing in my son's mind, I would gladly have him think that the sun went round the earth, and that the stars were so many spangles set in the bright blue firmament.'"

"Fortunately for us we live in an age when it is no longer necessary to sacrifice physical science, or even manual training, in order that knowledge on moral subjects may be both full and free. It is because this fulness and freshness of knowledge on moral subjects is to be found chiefly in literature, as well as for many other good and sufficient reasons, that I would to-day plead before you for critical reading. Supposing a selection to be made, three readings to follow, the first a general one, the last a critical one. 'The old order changeth, yielding place to new.' We of the public schools, forgetting, perhaps, how sharp and strong the blade, how brightly jeweled the hilt, have strongly wheeled and thrown our Excalibur, the ancient classics, into the mere. But a new blade as fine in temper, as rich in jewels, the literature of our English speech, lies ready to our hand. With such a weapon, if we have but patience, and strive after skill, we may attack the hosts of ignorance, dulness, and vice, and never fear for victory."

It was discussed by Prof. Wright, of Waterville.

In the afternoon an excursion on the Sirius on the East river took place. It was enjoyed in spite of the rain. A collation was served on the boat.

In the evening Mr. Charles Pratt invited the teachers to visit Pratt Institute, which he had founded.

On the assembling of the association Mayor Chapin took the chair, and introduced J. C. Hendrix, president board of education of Brooklyn. He welcomed the teachers to Brooklyn.

PRESIDENT COOK responded to this very felicitously.

DR. FRANCIS L. PATTON, president of Princeton College, gave a brilliant if not practical address.

"One of the great elements in education is heredity, and it must be considered; environment must also be regarded in the training of children. Under these limiting conditions the work of education must be done. We can only teach what has already been incorporated in the great body of knowledge. Education is the process of showing the true relation of subjects and objects, ideas and facts, conceptions and perceptions. Our business is to bring about the best possible relation between the mind of the child and the information we present to him. The object of education is not to fill a boy with facts, but to make him a man in the largest sense, and man's work on this planet is the proper study to accomplish this."

#### WEDNESDAY MORNING.

After the opening exercises Prof. James M. Milne nominated Walter B. Gunnison for president. This was seconded by Messrs. Root and Maxwell. Other nominations were made. (See officers elected for '89-'90.)

The first paper read was by MISS CAROLINE T. HAVEN, of the Felix Adler School for Workingmen, in this city. It was entitled "The Kindergarten as Related to Primary Work."

"By reason of indefiniteness in the expression of its principles, as well as by a general inefficiency in its practices, the kindergarten has borne a poor reputation among parents and teachers as an educational factor; a reputation which it is even now hard to overcome. Evidences are not wanting which prove that the kindergarten is being placed on a more scientific basis, a basis which entitles it to the consideration of all educators. The establishment in our large cities of numbers of free kindergartens has contributed a general broadening of its ideas, and has greatly extended its influence. The kindergartens have already become, and in time must more largely be, the feeders of the primary schools, and in this way the kindergarten and the primary teacher will of necessity need to understand each other's work. Too long have they been separated, the kindergarten working as if there were no school to follow, and the teacher often ignoring the whole earlier training of the child. The primary school has also been seeking more rational methods of instruction, and has already adapted many of the materials and methods of the kindergarten to its regular work."

PROF. WALTER S. PERRY, of the art department of Pratt Institute, read a paper on "Drawing as Related to Public School Work."

"My first point is that drawing, primarily, is a means of thought expression. First, the pupil is to be led to

observe, to discover, to think, and then to express his thought by marking and by graphic and verbal language. To teach drawing in the public schools upon any other basis is a thing to be seriously questioned. All our education should be with this one thing ever in mind. To have a set of books finished as draughtsmen would finish them is no evidence of successful work on the part of the teacher, rightfully considered; thought first and then skill. Learning to draw is learning to see. There are comparatively few people who really see much; we simply look at things. I question whether you could describe the commonest objects about your homes with any degree of accuracy. If you have never taught drawing to classes of adults, you would be exceedingly surprised to realize how little the average person sees."

"Begin early with the children and lead them to see objects in various positions; lead them to describe and to draw the facts, and to model the forms in clay; lead them to place the object in different positions, and draw the appearance and learn the principles of decoration, and it is wonderful what they will learn to see and to do. One year of primary life is worth two, five, or six years later, if the subject be dropped till then."

H. M. LEIPZIGER read a paper on "Manual Training in the Public School."

"Manual training or industrial instruction does not mean teaching trades. Trades will have to be taught either in trade schools or technical schools. Manual training from the teacher's standpoint means teaching of things instead of names of things; it means investigation, instead of reporting others' investigations; it means creation instead of mere imitation. It carries with it so many economic advantages that the true teacher who recognizes that he is to prepare his pupil for life, not for examinations, must immediately admit its great value. It satisfies children's desire for activity. A theory too long prevalent among teachers is that rest and stillness is the duty of the pupil."

Institute Conductor ISAAC H. STOUT opposed the introduction of manual training.

SUPT. JAMES MACALISTER, of Philadelphia, discussed the "Relations of the Kindergarten Drawing and Manual Training." He said:

"1. There are three principles which every educator should lay to heart. Development and training of the perceptive powers lie at the foundation of all education, and especially in the younger pupils. 2. All methods of training should recognize self-activity and spontaneity. 3. The ultimate end of all education should be to bring men and women into rational and harmonious relations with their surroundings in life."

"These are principles which are parts of an entirely new system of education. The new method of education is as revolutionary as Darwin's works on natural history. We have got to make up our minds that the whole scope of education will soon be transformed. The school must be shaped in accordance with the social organization of the latter part of the nineteenth century."

"Education should begin in the development and training of the perceptive powers. The pupil should be taught to appreciate the universe through the use of his senses. It is through the senses that the kindergarten develops all of the powers of the child. The one great argument for manual training in the primary schools is that it develops perceptive powers. All primary education should recognize the self-activity of the child. The whole current of educational growth for the past two centuries has been in the direction of the methods of manual training and the kindergarten."

C. W. BARDEEN, of Syracuse, opposed manual training: "No room for it; no basis for it; it was old; if it had been good it would have been adopted before."

DR. BRADLEY, of Minneapolis, said:

"The introduction of manual training in the schools of that city three years ago has proved a great success. In two and a half years the attendance has increased from 18,000 to 20,000. Three years ago there were 450 pupils in the high schools and now there are 1,200, and more are going to the university."

SUPT. MACALISTER added that "in Philadelphia manual training was introduced into the schools four years ago with the happiest results. More interest is felt by the people; they give more money; have cheerfully raised the salaries of the teachers; the teachers work with greater zeal."

PROF. THOMPSON, of Jersey City, gave an interesting illustration, and PROF. RICKOFF gave testimony of a most convincing kind.

#### WEDNESDAY AFTERNOON.

After the close of the discussion the teachers repaired to the Pratt Institute, where a lunch was served, the building inspected, the drawing exhibit examined, the silk worms looked at. It was said that two thousand were fed in the lunch room.

#### WEDNESDAY EVENING.

State Supt. Andrew S. Draper gave an address relating to school work in large cities, and a resume of educational legislation in the state.

"The supreme educational problem is how to get boards of education in great cities which will administer school work most advantageously and wisely. There is no uniformity concerning the organization or the powers of such boards, as there ought to be. After the buildings and appliances are provided, the thing essential to



success in school administration is an intelligent, devoted, and progressive teaching service. The pay of teachers should not depend upon the grade they teach, but upon their competency and length of service. The tenure of a teacher's position should be permanent. The teacher in each grade must be entrusted with full responsibility for his or her work. The tendency of modern school work in great cities is too much toward superficiality at the expense of thoroughness. The most attention should be paid to children in the lowest grades, for the most of them are there.

"By the legislation of last winter, more uniformity in the training of teachers will be secured. A new normal school is to be built at Plattsburgh, and a new one opened at Oneonta. The length of the school year has been raised from a minimum of twenty-eight weeks to thirty-two weeks. A teacher cannot be engaged for less than sixteen weeks, by another new law. The act preventing the sale of cigarettes to children under sixteen years is a judicious measure. The most important measure of the year, the compulsory education act, failed to become a law by reason of the lack of the governor's signature. Attendance upon schools by no means keeps pace with the advance of population. The subject of drawing is receiving much attention in the public schools, and it will be introduced into the first uniform teachers' examination in November. In this year Arbor Day has been first observed, and gained much more attention than was expected. Over 45,000 trees were planted."

The report on elections showed the following officers had been elected: President, Walter B. Gunnison, of Brooklyn; Vice-Presidents, A. C. Hill, of Cook Academy, Mrs. A. G. Benedict, of Clinton, Miss Augusta J. Balch, and Elijah A. Howland, of New York; Recording Secretary, A. W. Morehouse, of Potsdam; Assistant Secretary, Fred L. Dewey, of Potsdam; Transportation Agent, Arthur Cooper; Treasurer, C. N. Cobb, of Oneonta; Executive Committee, H. P. Emerson, and George E. Hardy; Superintendent of Exhibits, John F. Woodhull.

The new president, Walter B. Gunnison was introduced. The treasurer reported receipts of \$1,926.55, after paying expenses a balance of \$1,568.46 will be left. It was voted to lay aside \$1,000 for a sinking fund.

After adjournment the association went to the Assembly rooms adjacent where a fine lunch was waiting.

#### NOTES.

The attendance at the opening was quite large, and nearly all were from out of town. Many long identified with public education in the state were to be seen; S. A. Ellis, A. W. Morehouse, H. C. Kirk, L. C. Foster, Isaac H. Stout, Andrew Macmillan, Supts. Calkins and Jones, Pres. Webster, Prof. Root, Drs. Waterbury and Capen, E. N. Jones, J. W. Milne, C. H. Verrill, H. M. Lovell, J. Barhite, C. T. Barnes, John Kennedy, Dr. Cheney. The following educators were also present: W. E. Sheldon, Supt. Dutton, W. N. Barringer, W. M. Giffin, Bacon, of Syracuse, T. J. Donnelly, C. R. Abbott, W. A. Welch, E. Waite, A. W. Norton, J. H. Cruikshank. We missed Normal Principals Hoose, Riley, Sheldon, W. J. Milne, Palmer, and McLean; also Love of Jamestown.

The "library" is destined to be a factor in New York state; with Secretary Melvil Dewey at the head something is bound to be done. "Old things are passing away." \$50,000 will no longer be given under the plea of "for school libraries," and then spent for crayons, thanks to Melvil Dewey. A live man will work out something for the Regents of the University to do with respect to school libraries. So the subject interested the association.

The "Value of Music" was well stated, but it did not arouse the association at all.

Supt. Maxwell read a strong paper; it was the only didactic one presented. It did not please the classical men; and was rather too general for the rest. He is evidently a good thinker but not a practical teacher.

President Cook's responsive address at the mass meeting took a good many by surprise; it was better than was expected. It was felt at Watkins that the man put in there would have to stand before a big audience this year, and that was the reason he was put forward rather than Prof. Norton who so well deserved the office. It was felt this year that the selection then made was a first class one. The question is now asked is, "What is Cook going to do?" He is a man of large abilities as a manager of men.

The nomination of Principal Gunnison as the next president was a foregone conclusion. Everybody said he deserved it. He had labored early and late to make the association a success. He is a bright, active man about thirty-five years old, was graduated from St. Lawrence University, at Canton, N. Y., in 1875, was then a tutor and afterward a professor in the college,

and then studied law and practiced in Wisconsin. In 1885 he went to Brooklyn and was elected principal of the school where he now is. He is a brother of Dr. Almon Gunnison, pastor of All Soul's Universalist church.

Mr. Morehouse has been so popular as secretary that he cannot get out of that place. Arthur Cooper may consider he has a life lease on the office of "Transportation Agent." Prof. Woodhull was selected as "Supt. of Exhibits,"—a good selection. By the way, there are few men who can undertake this office.

There was close attention given to Miss Havens' paper, mainly because she was from Felix Adler's school. (By the way again, there is no such school as the "Felix Adler School"; it is the "Workingmen's School.") Why is there such an interest in this school? Why is it known from one end of the country to the other? Because it proposes actually to educate, actually to do what has been theorized out in thousands of papers read before the association. This paper opened the real business of the association; it had come to get some better insight into Manual Training, and this Pres. Cook knew, and so put on the program able men to present it.

Prof. Perry took hold of the Drawing problem and showed its educational value most clearly. Then Dr. Leipziger put in some clear statements relative to Manual Training. All this had interested the teachers; but had they not heard at institutes and read in some one-sided educational paper that Manual Training was a humbug, and that parsing would be crowded out? Horrors! What! a child go out into the world and not know that "Mary is a proper noun, singular number, feminine gender, nominative case!" So, they said, "Just wait a little, there is a man here who will demolish all that nonsense."

First, Institute Conductor Isaac H. Stout, came forward to meet the arguments that had been advanced. He said, "Of the million school children in the state, three-fourths have Manual Training at home in the way of getting a living. The schools ought to furnish a child the instruction it cannot get at home, and, then, if a boy learned to be a carpenter in school he would have to make his living by carpentering afterwards." This certainly was not a very complete reply. A lady teacher said to a group around her at the Pratt Institute: "The New York farmers' wives are poor cooks; I have spent three years in France and in Germany, and know that the children of the rural schools of New York need training in cooking, for one thing."

Then the idea of the object of Manual Training being to teach a trade—carpentering or anything else! That Mr. Stout should misconceive this, at this late day, seems remarkable.

Then Supt. James MacAlister, of Philadelphia, came forward. He is a slender man and was in ill-health, but he did not lack in earnestness nor force. His address showed him to be a man of the clearest head, of broad educational views. He is entirely out of all "ruts," an out and out "new education" educator. He looks at the child as a member of the great human race, and says simply as an observant spectator of the battle of life: "We must educate and not cram him." If a pin had been dropped it would have been heard while he spoke.

Then Mr. C. W. Bardeen started off, and with applause too for the country teachers opposed to Manual Training wanted him to go in and win. But he couldn't do it. He could only hash up some feeble objections.

One point was that Manual Training was old! He ostentatiously showed a book printed in 1815 that told all about sewing! Why, if this was so good had it not been adopted before? Then too it was not possible that the teachers before him, who were so good and had so much brains, had not done just the right thing in teaching them as they had. (More applause, for this was an appeal to their vanity.) But the wise ones did not applaud. Messrs. Clark and Prang, whose works on Manual Training the speaker was introducing to the teachers, probably did not applaud. He said there was "no room for Manual Training." This was his best point. Then Square root would have to come out! This he used, he said, considerably. He sat down knowing he had made a failure, after having quoted W. T. Harris as though he was an authority and after airing his psychological notions.

Supt. Thompson, of Jersey City, to meet the "no room" point, very neatly said if a man works with a sharp saw he will plainly saw a larger amount in the same time. Manual Training is a wonderful sharpener of the intellect.

Supt. Rickoff gave two neat illustrations, one from photography and one drawn from his experience in the Felix Adler school.

Supt. Bradley gave some facts that clinched the nail. He said that Manual Training was renewing an interest in classical study. Of course it will.

The anti-manual training people must have learned something. Still the old objections of "no room," "contrary to psychology," "it is teaching a trade," will be made for ten years. (They still vote for Jackson, it is said, in the wild counties of Pennsylvania.)

The visit to the Pratt Institute was a fitting end of the manual training contest. Mr. Charles Pratt had some money to give for educational purposes. He is a plain man, and wanted no nonsense. He had felt the needs in his own person, like Peter Cooper, of Manual Training, and so founded this real school on broad foundations. There was not a teacher who inspected the building but honored Charles Pratt, who received a professional lesson in favor of Manual Training.

An exhibit was made at Pratt Institute of school work from Potsdam, Kingston, Syracuse, Rochester, Albany, and Brooklyn. This included drawing, paper folding, and cutting, oil and water coloring, modeling in clay and soap, and wood-work. A perceptible advance was plainly visible, a reaching out into broader lines. There has been much exhibited at former meetings that showed how time could be wasted. This exhibit is most encouraging with all its crudeness; there is honest work here, and work that is well comprehended too. On the floor below was an interesting exhibit of silk, silk cocoons, and silk worms. The reason this is made is that, as entomology is to be studied in the Brooklyn schools, the habits of one insect may be well illustrated by the silk-work. One school keeps silk-worms already.

The "exhibit of school work" was variously commented upon. A large number admired the pictures, but it was the voice of the thinking women that the sewing stood far above them; the designing also attracted much comment. Still our teachers are not yet able to comprehend the full significance of that exhibit, and will not, until they can teach school on the basis of real education.

Mr. and Mrs. Alfred C. Barnes entertained the vast throng of teachers at their elegant new house, 114 Pierrepont street, from six to eight o'clock in the evening, with a charming hospitality that will long be remembered; it was a delightful event in the progress of the association. A lunch was spread in the highest style of the art; but the genial and unaffected hospitality of the host and hostess was the feature that will remain when the details of the furnishing, and the food, and the house itself are forgotten.

The address on Wednesday evening by Supt. Draper was excellent, but it was too long. On a hot night, and for wearied teachers, an hour is enough for a speech. Then came resolutions; and then a collation; and then it was midnight.

W. H. PHYFE read in the SCHOOL JOURNAL this question: "What shall I do with a boy that has no interest in school?" It was answered thus: "It would seem that this could hardly be possible unless the school were of the cast-iron kind, that is, a kind of 'mill,' in which the boys are ground; a school that is a school ought to be almost as attractive as a circus."

Mr. Phyfe must have an active imagination, for he means away thus:

"This is about the line of work that some persons who set themselves up as educational reformers would have teachers pursue—make the school-room a play-room, a kindergarten for all ages, give the pupils a circus, ask them to do nothing but what they enjoy doing, regardless of discipline and the fact that to learn anything requires application. Instead of having the school mold the character of the pupil, they would make a specialty of gratifying him."

Mr. William Mason was ready to extemporize a piece of music if you gave him a word, as "memory" "hope," etc. This man Phyfe's off quite a tune, on that word "circus," now doesn't he? He evidently has an active imagination. But we respectfully ask him to read a little line from the Good Book about "imputing evil." He has no ground and no right to impute those things to the SCHOOL JOURNAL and to misrepresent it. Let him rest himself awhile after his effort.

Supt. Draper, in his address in Brooklyn, took particular pains to say that if school-houses could be made handsomer, more attractive, more convenient, it should be done at any cost. That is the key to the educational situation. In Shakespeare's lines the school boys did not want to go to school. They do now. Why? The best teachers make their schools as attractive as they possibly can. But it does not follow that they "ask to do nothing but what they enjoy doing;" on the contrary they are the ones that get the most solid work out of the boys. We might count on the bad mixture of the words in Mr. P.'s sentence; but we cannot spare time on him; he is all wrong.



## OBJECTIVE INSTRUCTION.

FROM A MEMBER OF THE FACULTY OF THE OSWEGO  
NORMAL SCHOOL, NEW YORK.

Since the day when Pestalozzi at the suggestion of the fertile-minded small boy substituted a ladder for the picture of one, objective instruction has held a recognized position in the schools. Like everything else, it has had its evolution, and to-day differs widely from the objective instruction of a few years ago.

The child gains knowledge through the exercise of the senses upon that which appeals to them, i. e. on material objects. This truth was recognized for some time before material objects were studied; but at length the conviction grew in men's minds, and the objects were introduced into the schools, while book-makers and publishers began to "supply a want that had long been felt" in advertising "Object Lessons," "Methods in Objects."

At first but little attention was given to the selection of proper objects for study. A piece of coal one day, a thimble the next, a needle the following day, a chair, a sheep, a kind of grain, earth, air, and water, might follow in rapid succession. Object teaching became the fashion, and for a time held its place from its very novelty. It is needless to say that the results were not what had been anticipated. The teacher grew tired of "cultivating the faculties in their natural order," while the childish attention grew less and less capable of concentration.

Object teaching became a routine, an enumeration of bald characteristics, which was often tedious to the last degree, which tediousness the teacher's futile effort to relieve by deluding the child into the belief that every statement was "a story," and hence necessarily charming, did not alleviate.

This connected observation of isolated objects, while it was of little value as mental discipline, had its use, inasmuch as it turned the attention of teachers from talk about things to things themselves, and awakened them more and more to a realization of the fact that the human mind contains other activities than memory. In consequence of the first crude efforts in the direction of objective study, the purpose of education has assumed a greater significance, while the presentation of knowledge has become a science of itself.

The development of the human mind is not achieved by the observation of material objects alone; indeed it is only begun, and if no connected study be pursued, it is begun badly.

The "object" is invariably a phenomenon resulting from the action and interaction of laws, and the ultimate aim of observation is the discovery of those laws. To this end not one object, but many objects of a class must be analyzed: characteristics similar and dissimilar must be noted, and groupings or classifications on the basis of resemblance must be made. A result of classification is the discovery of laws underlying and determining the conditions of existence.

One result of the power to recognize the force of law is that the student is thereby enabled to foretell or predict results, as well as to read accurately the records of past ages. Certain conditions enabled him to predict the agency of certain laws, or certain laws, being discovered, certain phenomena may be foretold. Also, the student is enabled to go a step beyond this. From being a prophet he becomes a creator. The predominance of certain laws must produce certain phenomena, and with this in view he produces the desired results. The power to create is an indication of the extent to which the education of the student has been carried.

We have thus briefly indicated the purpose of the education to be secured by objective instruction, which includes analysis of individuals, comparison of related objects, a systematic classification of the knowledge gained, and the application of the knowledge of principles gained to the creation of new products.

Something of this purpose is to-day in the mind of every teacher who directs his pupils to the object, as the source of knowledge, and bids them discover the secrets of nature's working, which lie hidden in mineral, plant, and animal, secrets which are only to be discovered through careful, connected observation which develops into the closest investigation.

As a matter of fact, objective instruction implies the observation of the object in every department of study.

The object is of two kinds—material and immaterial, the former possessing qualities which appeal to the mind through the physical senses, through the process of perception, while the immaterial object is a psychical product which appeals to the understanding through the process of apperception.

The material object is mineral, vegetable, or animal. In the study of the mineral, we observe locality, size, form, surface, texture, structure, color, number of parts, relative position of parts, uses, etc., etc. In the plant, in addition to the above characteristics, are to be observed, direction, movement, and growth, together with all the other phenomena of organic life. In the animal are to be found all that has been mentioned, a more highly developed organism, and the new fact of action, together with the varying phases of mentality.

The characteristics of the material object in the three departments mentioned are the foundations for the studies pursued in the schools, viz.; geography, geometry, chemistry, arithmetic, botany, zoology, physiology, together with the subordinate studies growing out of them.

The immaterial object, broadly considered, may be designated soul, in its threefold division of feeling, intellect, and will, which are the sources of philosophy in its various departments of psychology, history, political economy, pedagogy, theology, together with their kindred subjects.

The outcome of all this objective study is *language*, which is the means of expressing and preserving the thought gained, and which in its turn becomes a subject of study and investigation, furnishing the objects of reading, grammar, rhetoric, literature, etc., etc.

Language pursued as an objective study, may become a means of mental discipline and development, quite as much as botany or zoology; but it must necessarily be much more abstract than these studies, and for this as well as other reasons, should be deferred to a later period in the student's life.

The study of material objects should precede all formal study of language, as the child before he can classify the phenomena of language, and generalize therefrom, must possess a well-stocked vocabulary, as well as facility in construction. This is only to be gained by exercise in expressing thought about realities.

For the development of the child's mind, it is absolutely essential that the senses be exercised upon material objects, and that he make his own discoveries, yet if progress is to be made, if each individual is to go beyond his predecessor, it is necessary that the knowledge gained by others be made use of. For this purpose the study of books must be carried on with the study of objects. Books are of three kinds: they may contain the objects of study as in all language studies, and in history; they may contain supplementary knowledge which may be interpreted in the light of experience gained by actual contact with the reality; or they may contain abstract discussion, which can only be made intelligible to the student through the use of the material object, as a means of illustration and of verification.

The difficulties of objective instruction are to be found in illustrative more than in any other kind of work, and it is doubtful whether, in the superabundance of illustrative material, the original purpose is not sometimes lost sight of, while the attention is turned towards the object which has ceased to be the means, and has become an end. As an example of this, may be mentioned the teaching of number where objects highly specialized in regard to size, form, and color are presented, and where the peculiarities of size, form, and color often occupy the attention to the almost total exclusion of number. Geography may also be mentioned as in danger of being "overdone" through the multiplicity and complexity of illustrative material.

All apparatus in itself striking, is from an educational point of view more or less objectionable.

In this connection we may mention also experiments in chemistry or physics, the brilliance of which remains quite fresh in memory, while the truths they were intended to illustrate have long since disappeared.

In conclusion, while we may congratulate ourselves upon the progress which objective instruction has made, it may not be out of place to add a warning against the abuse of the object, and to recommend an exercise of judgment that will lead to its being subordinated to the purpose for which it is used.

HAS DEBATE ANY VALUE IN HISTORY? None at all, unless the debaters know something. Parrots debate but it is only amusing; so are some school debates. It takes brains to debate, that is, to debate so that any good comes of it. Debating requires the best powers of the mind. Some children debate well, because they have been taught to think. Debating is not disputing. Mules dispute when they kick, so do men when they knock each other down. Knock-down arguments are not convincing, although they are frequently killing.

## AN ARGUMENT FOR THINKERS.

## 1. SENSATIONS PRECEDE PERCEPTION.

Sensation is a bodily feeling.

A *percept* is the notion gained by the mind while the senses are acting upon it.

A *concept* is a picture which the mind contemplates, instead of the thing it represents.

Concepts are kept distinct by the memory. The memory could never have been brought into activity unless by the stimulus of percepts. Before the mind has percepts there can be nothing to excite the capacity of remembering into action.

2. After the memory has been called into exercise through the stimulus of concepts, percepts, and sensations, then commences the process of *analysis*.

ABSTRACTION is reached by analysis of concepts.

Now the mind commences to build new concepts out of abstract concepts. This is *IMAGINATION*.

Connecting class concepts with other class concepts produces *JUDGMENT*.

Inferring properties not revealed by the senses and drawing new conclusions is *REASONING*.

The foregoing series of mental acts is invariable in their order. It will be noticed that there are no ideas in the mind at first. In other words:

SENSATIONS ARE FIRST.

PERCEPTION follows.

The CONCEPT comes next.

Then come the development of *MEMORY*, *ABSTRACTION*, *IMAGINATION*, *JUDGMENT*, and *REASONING*. This order is invariable.

In the mind at first there are no concepts; there is no memory, abstraction, imagination, judgment, or reasoning; only capacities, undeveloped, waiting to be called into activity, first by the stimulus of sensations which always precede perception.

The foregoing analysis is so clear and simple that we are quite certain Mr. George P. Brown, of Illinois, will be able to understand its meaning. It is commended to his careful reading, trusting it will fully meet his approbation, and do him good.

## A WONDERFUL AFRICAN RIVER.

The Lomami is a tributary of the Congo. This noble river flows into the Congo about 125 miles below Stanley Falls, and four years ago Grenfell ascended it, steaming almost due south for over 300 miles, passing scores of large native villages on the way. The exploration has now been carried a distance of 503 miles from the mouth of the river, which is found to be about a fifth of a mile wide, from 12 to 18 feet deep, and from its upper course Nyangwe, the great Arab market of Central Africa, can be reached by an overland march of 60 miles. This means that when the Congo railroad is built, travelers from Europe can journey by steam to within 250 miles of Lake Tanganyika, avoiding by this new waterway the nine cataracts in the Congo between Stanley Falls and Nyangwe. Another significant phase of this new discovery is that it practically proves the identity of this river with the navigable Lomami crossed by Cameron about 150 miles south, and the river is probably navigable for at least 700 miles, and is the third largest tributary of the Congo.

## IS ENGLISH TO BE THE LANGUAGE OF THE WORLD?

For centuries Latin was the language of literature and diplomacy. No reputable prose author considered his work complete unless what he had written had been translated into Ciceronian Latin. It is well known that Lord Bacon despised the English as a provincial and vulgar tongue, and Milton wrote all his prose works in Latin; afterward they were translated into English. All mediæval treaties were drawn up in Latin. Napoleon was the first to overthrow this long established custom. The treaty of Vienna was drawn up in French, and since that time the European powers have used French as the neutral language of international negotiation. From the time of Napoleon to the present, this language has been used in all diplomatic negotiations. But a change has recently taken place. The recent conference at Berlin, relating to the Samoan difficulty, was opened in French, but by a vote of six to three English was substituted in its place. This is the first instance in Europe where a diplomatic conference has been carried on exclusively in the English tongue, and marks the beginning of the end of Latin and French as the diplomatic language of the world.



## THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### THE TEACHING OF ELEMENTARY PHYSIOLOGY.

By G. G. GROFF, M.D., LL.D., Acting President of Bucknell University, Lewisburg, Pa.

It is the right of every child to be instructed as to the nature and the use of each portion of its body, as also how to care for the body, that the largest measure of good health and physical happiness may be secured. Since sound bodies and healthful minds should succeed this instruction, and since the state needs men and women well equipped in these particulars, instruction in the elements of physiology and hygiene belongs to the public school.

The youngest children can be taught many things concerning the body with profit. Thus the name of each external part of the body, with the use of the same, may be given the youngest children. For children under twelve or thirteen years of age I prefer that this instruction be given orally. The teacher may stand before the class, and, pointing to the shoulder, arm, elbow, forearm, wrist, palm, digits, etc., etc., name each. So of all parts of the body—the parts of the eye, ear, etc., may be given. In review, the teacher may call for the shoulder, arm, forearm, etc., and have the pupils point out the same on their own bodies.

With children under the ages above indicated, the greater portion of the time devoted to this study should be devoted to hygiene. Under this head the teacher should give familiar talks on the care of the eyes, cleanliness of person and surroundings, on proper exercise, times and modes of eating, use of narcotics, danger from lying on the cold ground, from wet clothing, and a hundred other matters which will present themselves from day to day to the live teacher.

The text-books used by children should be free from pictures of the interior of the body. These create a morbid curiosity in the minds of young children, and do no good. Much better than any picture, are the objects themselves. An eye from an ox or sheep, a joint, a piece of muscle, of bone, of cartilage, in the hands of the teacher, are of far more value to the pupils than the finest pictures of these parts ever made.

In this subject, the teacher must not fail to give constant and daily reviews. In this way only will these matters be properly impressed upon the minds of the pupils.

The following are the methods which the author has used with success in his classes, viz.:

1. By incidental talks to pupils.
2. Teacher reads to pupils.
3. The class read a text-book.

4. By recitations,
  1. The ordinary oral method.
  2. The topical recitation.
  3. The written recitation.

1. The first method I give you is by incidental talks. For children under twelve to fourteen years of age, I do not wish any text-book. The teacher may give short talks on hygiene, may name the different parts of the body, locating them, and give such outlines of their structure as may seem proper. Hygiene must be made very prominent in the work. It may sometimes happen that parents will not purchase physiologies, and so there may be no books at all in the school. In this case, also, the instruction must be given, and can be well done, by talks from the teacher. These may be given on opening the school, or just before closing in the evening. It is also a good plan to talk about violations of the laws of health which the teacher sees prevalent, as wet clothing, standing in cold winds, filth, injuries to the eyes, need of exercise, and other matters requiring attention.

2. The teacher may not be able to prepare talks so frequently as he desires, in which case he may read a few passages from some good book on physiology, and explain the same to the pupils. In this way he can fulfil the law, when the pupils have no books. In both methods named, the teacher should be careful to question the pupils very frequently on what has been told them in previous exercises. Only by so doing will they be made to remember these matters.

3. If the older pupils have books, a good method of recitation, at least the first time going through the book, is to have the pupils read the lesson, much as a reading lesson. As each pupil reads, he should be questioned to

see that he understands what is read. The teacher must also explain all difficult passages. Good work can be done by this method, and it is especially commended to young teachers.

4. Under recitations we offer three methods: First, the ordinary method of studying and orally reciting the text. *This is the poorest possible method with any science, and yet is probably the commonest.* Teachers should discard it as soon as possible. Whenever lessons are assigned to be committed, the teacher must be careful to go all over the text, and explain passages liable to be misunderstood, before the class study the lesson.

By the topical method, I think superior work may be done in the sciences. My plan is as follows: I write on the blackboard, or dictate to the pupils, a list of topics on which they are to prepare a lesson for the morrow. They take this list of topics, and, from every available source, get information on the points assigned. As an illustration, I give an outline which I use in the study of the skeleton. The teacher can modify it as he sees fit.

#### THE SKELETON.

1. Skeleton defined.
2. Kinds of among animals.
3. Number of bones; varies; why?
4. Composition of; varies.
5. Shapes of bones, surface, periosteum.
6. Structure of bone
  - General.
  - Minute.
7. Development, completed when?
8. Repair of bone.
9. Uses of bone.
10. Hygiene of the skeleton.
11. Some common diseases of skeleton.
12. Classification of bones of skeleton.

The following outline for the circulation will require several lessons to complete:

#### THE CIRCULATION.

1. The Fluids
  - Chyle: Source, character, uses.
  - Blood: " " "
  - Lymph " " "
2. The Organs
  - Heart: Position, structure, uses.
  - Arteries " " "
  - Capillaries " " "
  - Veins " " "
  - Lymphatics " " "
3. The Forces
  - Heart's contractile power.
  - Muscular action.
  - Aspiration.
  - Arterial and Venous contraction.
  - Capillary attraction.
  - Assimilation (and others).
4. The Routes
  - The Pulmonic Circulation.
  - The Systemic " "
  - The Portal " "
  - The Lymphatic " "
5. Changes in Fluids
  - In Capillaries of Lungs.
  - In " " Body.
  - during Circulation In " " Liver.
6. Hygiene of Circulation.
7. Common Diseases of Circulation.

The advantages of this method are:

1. *It saves the teacher work.* No difference what the arrangement of the text-book, the teacher is not required to memorize this arrangement. Pupils simply master the topics. It is of decided advantage to the pupils to have the topics in a different order from that given in their text-books. Then they cannot commit and recite the text like parrots.

2. A second advantage of the method is that it enables one to use a variety of text-books in his class. This makes the recitation more interesting and more valuable. Besides going to different books, pupils will ask parents and other persons for information; and thus far better results are attained than can be from the use of a single book.

A third method of recitation is the *written*. Pupils should be very frequently required to write out their recitations. It is of advantage when the teacher is crowded for time, to have one class writing while another is reciting orally. In crowded country schools this method may be extensively used with older pupils.

A SCHOOL that does not teach its pupils to read, speak, write, and compose good English, is not doing its duty to the child and the state. In some parts of our country it is difficult to induce children to SPEAK English at all, and in all parts it is difficult to teach them to speak and write good English. The shame of the English speaking world is that so few speak our language correctly. It is time for our schools to give up teaching the old-fashioned analysis and parsing, and commence in earnest the work of forming the speech of the rising generation. The best language on the face of the earth is the worst taught. Why is it? We have urged for years the necessity of reform, but it seems to be a long time coming. How hard it is to do away with prejudice! With how strong a grip do old customs hold on!



THE MONTH OF JULY.

THOMAS CAMPBELL.

JULY 27, 1777.

Thomas Campbell, a popular British poet, was born in Glasgow, July 27, 1777.

He was only thirteen years old when he donned the red gown and went up to the University of Glasgow where he was educated. Even at this age he used to print his own short poems and then sell them at a penny each to his class-fellows, in order to defray the expenses. When Campbell left college, with all the honors of the university, he was too poor to study a profession and he became tutor for a short time in the celebrated Napier family.

"Pleasures of Hope," written at the age of twenty-two, proved to be the poem that has given him world-wide reputation.

That spirited poem "Hohenlinden" was written after he had witnessed a battle between the French and Austrians at Hohenlinden, a village in Bavaria, in the year 1800. Campbell climbed up the walls of the monastery of St. Jacob, and saw the dreadful carnage all around him, a conflagration adding to the horror of the scene.

He died in 1844 and was buried in Westminster Abbey.

#### ISAAC WATTS.

Isaac Watts, an eminent English divine and sacred poet, was born at Southampton, England, July 14, 1674.

His early education was directed by his father, who was a schoolmaster.

He was of diminutive size and somewhat deformed in person, and on account of ill-health was obliged to retire from the active work of the ministry in 1712.

He had a high reputation as a preacher, and was much beloved for his cheerfulness and wit. He is best known to the world by his psalms and hymns. "He was," says Montgomery, "almost the inventor of hymns in our language."

He died Nov. 25, 1748, and was buried in Bunhill Fields. Monuments have been erected to his memory in Abney Park and Westminster Abbey.

#### QUOTATIONS FROM CAMPBELL.

'Tis the sunset of life gives me mystical lore,  
And coming events cast their shadows before.

—LOCHIEL'S WARNING.

Cease, every joy, to glimmer on my mind,  
But leave, oh! leave the light of hope behind!

—PLEASURES OF HOPE.

'Tis distance lends enchantment to the view,  
And robes the mountain in its azure hue.

—PLEASURES OF HOPE.

The combat deepens. On, ye brave,  
Who rush to glory, or the grave!

—HOHENLINDEN.

Beauty's tears are lovelier than her smile.

—PLEASURES OF HOPE.

Without our hopes, without our fears,  
Without the home that plighted love endears,  
Without the smile from partial beauty won,  
Oh! what were man?—a world without a sun.

—PLEASURES OF HOPE.



## QUOTATIONS FROM WATTS.

In work of labor, or of skill,  
I would be busy too,  
For Satan finds some mischief still  
For idle hands to do.

And he that does one fault at first,  
And lies to hide it, makes it two.

—DIVINE SONGS.

'Tis the voice of the sluggard; I heard him complain,  
'You have waked me too soon, I must slumber again.'

—THE SLUGGARD.

## JULIUS CÆSAR.

This great Roman general was born July 12, 100 B. C. The two most celebrated sayings of his are the following: (1) "The die is cast!" uttered when about to cross the Rubicon. (2) It was concerning his famous victory over Pharnaces, king of Pontus, that he sent his noted letter of three words to the Roman senate: "Veni, vidi, vici." "I came, I saw, I conquered." He did not long enjoy his triumph, for the Romans fearing he would convert the republic to a kingdom, assassinated him March 15, 44 B. C. The improved method of computing time, introduced by him, has, with slight modifications, become the standard rule of civilized nations, and his name is immortalized in the month of July, and the phrases "Julian year," "Julian period," etc.

## WILLIAM M. THACKERAY.

This eminent English novelist was born in Calcutta, July 18, 1811. He was first recognized as a literary celebrity, upon the publication of "Vanity Fair," in 1847, after which followed "Pendennis," "Henry Esmond," "The Newcomes" and "The Virginians," which constitute his five greatest novels. He died in Kensington, England, Dec. 24, 1863.

## LANGUAGE LESSONS.

By WALTER LIVINGSTON.

## EXPRESSION.

There are two mistakes usually made by teachers: (1) not requiring enough expression by writing, (2) requiring that expression to be on subjects of which the pupils have little or no knowledge. The true plan is to select those which the pupils comprehend, and to have them write much concerning them. What shall these subjects be? In my practice I take the school-room work, duties and occurrences; I ask every pupil to write a letter to his father or mother detailing as well as he can facts that he knows all about.

I put on a large sheet of manilla paper the following points to guide the pupil, so that he will state his knowledge methodically:

1. Date.
2. Address.
3. Object.
4. The weather.
5. The morning.
6. The opening exercises.
7. Studies and exercises.
8. The recess.
9. The intermission.
10. The plays.
11. The afternoon recess.
12. The afternoon studies.
13. What I have done.
14. What any pupil specially has done.
15. What the teacher has said specially.
16. The signature.
17. The capitals.
18. The punctuation.

The compositions may be by pencil or pen; with young pupils, one note sheet is enough. The use of capitals properly is one that is only learned by capitalizing—that is, by doing; not by reciting a rule, but by using a rule. I write a short letter on the blackboard and put in names of boys and girls, months and days, so that all can see how to use the capitals. The letters are begun soon after school is opened, and as they are written on a pad or tablet they lie on the desk and are added to from time to time, and finished just before school closes. Of course they go home with many mistakes in them, but that must be expected; the great thing is to make progress. Ease in expressing knowledge is the great thing to be aimed at; the penmanship, the spelling, and the capitals are only secondary.

The pupils soon learn to correct their own errors in spelling and capitals. To aid them as to capitals, I have another sheet of paper on which I have written:

## Begin with Capitals.

1. Every statement; as, He comes to school.
2. All names of persons; as, John Smith.
3. " " " cities, " Albany, Boston.
4. " " " countries " England, Asia.
5. " " " days, " Monday, Christmas.
6. " " " months " March, April.
7. " " " God " God, Christ.

The last thing to do is to see that they have applied these rules.

Here is a copy of a letter written by a pupil eight years of age:

New York, Jan. 19, 1889.

Dear Father—

I am going to tell you what I have done, and what I have seen

to-day. I came to school with Jennie Marsh; it was raining, but I did not get wet. I was early ten minutes. We played tag. Mattie Pine was not here, so I sat alone all day. We sang the rose tree and another piece. I drew a map. At noon we stayed in most of the time; it rained and snowed. The teacher had two apples and an orange; she gave a piece of orange to 12 girls. She said I had done well to-day.

Your affectionate daughter,  
MARY E. BLAKE.

Such letters may seem very trivial, and the mistakes in capitals and punctuation may seem to reflect on the teacher; for should she not have corrected every one of them? But I say that the great end is being reached when the pupil can sit down and put its knowledge on paper so another person can comprehend it. This is not learned in a day. The first efforts will be crude; they ought to be.

I could easily put in letters from the advanced classes. Some of these are very interesting, and are read to the school to give an idea of what may be done. This daily letter is kept up through all the classes, until readiness in expression and use of capitals is attained. This is not all the composition work that is done in those classes—it is the regular work.

## PICTURES.

By VERNON L. DAVEY, New Jersey.

The wisdom of using many pictures in our geographies and histories has long been recognized, and the publishers of recent volumes, have vied with each other in the number and beauty of the illustrations. There is, however, good reason to doubt whether teachers obtain from these helps as much assistance as they should.

It is often, if not generally, the case that the pictures are regarded by teachers merely as a means of beautifying the book, and helping it sell, rather than as something to be carefully studied by both teachers and pupils, and to be discussed and commented on. There has been an awakening on this subject in many quarters recently, and many progressive teachers have been giving much prominence to instruction by pictures. This has been done by the careful study of the illustrations in text-books, by grouping on large cards pictures illustrative of the occupations, costumes, habitations, animals, or scenery of various countries, by making collections of photographs, as recently suggested in the JOURNAL, or by the use of lantern slides with a solar camera or stereopticon. The last named method is the most expensive, but yields by far the largest returns. There are no large schools too poor to own a good solar camera and a hundred lantern slides, the entire expense of the outfit being only about \$75. Additional slides cost fifty cents each.

The oxy-hydrogen lantern is much to be preferred to the solar camera, but the expense is greater. A good solar camera can be obtained for \$25, whereas the lantern and gas cylinders cost \$125. The gas costs not far from \$1 per hour. There is no expense whatever attending the use of the solar camera. Nevertheless, there should be no hesitation in giving the preference to the lantern, where the expense is not too serious an obstacle.

It is not a difficult matter to obtain enough money from an occasional illustrated evening lecture to pay the cost of the gas. Schools near New York can, for one dollar, hire for an evening forty slides to illustrate almost any subject, and both pupils and parents are glad to pay a small fee of admission. Our course for this winter has included illustrated lectures on the Yosemite Valley and Southern California, Japan, Colorado, Ireland and the Scotch Islands, Edinburgh, and England. The lectures have been delivered by various gentlemen who have given their services.

If the teacher is willing to devote a goodly number of evenings and Saturdays to the work, he need purchase but few slides, and may thus largely reduce the original outlay. He must become an amateur photographer, and make his own slides. There are now many forms of cameras easily carried on trips, and capable of being quickly used. The teacher having one of these instruments will not only view the scenery with more observing and critical eyes, but will carry home plates, from which he may produce either photographs or lantern slides, capable of yielding pictures 10 or even 20 feet square in his darkened school-room. The writer owns 200 slides made in this way, and finds them a most valuable auxiliary in school work. By joining forces with one or two others, the expense and labor may be reduced, and all have the use of the pictures, or at least of the negatives, from which the pictures are made.

No one going to Nashville this summer who knows anything of photography, should neglect the opportu-

ity to make a large number of negatives of scenes by the way. These pictures thrown on the screen next winter, will give the pupils a more vivid idea of the country than hours of description, and will prove an unfailing source of interest to the people of the community.

## THE SPELLING CLASS.

The teacher should provide all his pupils with employment; "busy work" that requires attention to spelling is one of the best kinds of employment. For example, let the teacher take a sheet of manilla paper, and with a small brush dipped in ink, write as follows on it:

## TEN OF EACH.

- 1 names of boys, as John.
- 2 " girls, as Mary.
- 3 " fruits, as plums.
- 4 " vegetables, as potatoes,
- 5 " cloth, as cotton.
- 6 " grains, as corn.
- 7 " hardware, as nails.
- 8 " things in this room, as desks.
- 9 " " the street, as horses.
- 10 " " at home, as chairs.
- 11 " " on table at home, as plates.

The teacher must steadily strive for these two attainments by his pupils: knowledge and power, and clearness of expression concerning that knowledge. He must remember that his pupils are gifted with knowing powers; they are also given powers of expression. The first question that comes up is: "What knowledge shall he stimulate them to get, and how direct them as they get it?" Mark, it is not what he himself shall give to them. The next is, "How shall he provide for the expression of the knowledge they get?"

Now, the usual school curriculum marks out geography, history, physiology, botany, physics, etc., as the subjects the pupil is to investigate. Language, numbers, drawing, painting, and construction are the modes of expression. But the teacher often labors away at modes of expression, when the pupil has nothing whatever to express.

1. In numbers, for example, the pupil is set to work with numbers that relate to no actual knowledge he has. He is set to add 45,859, and 57,284, that relate to no knowledge of marbles, balls, potatoes, trees, or anything else in his consciousness.

2. In language he is set to analyzing sentences, and parsing, etc., when he is not conscious that he uses a sentence in his talk. Or he is set to write a composition about something that is out of his thought-range.

The results will necessarily be very meager as they should be. Our usual criticism is that the teacher is not thorough enough.

The teacher is conscious that she fails, but knows that she has taken the usual course; she has had her classes read, write, spell, and cipher, day by day. She has scolded them, kept them in, made them learn their lessons over and over, and yet she is anxious, there is a great lack of something; she is sure it is not of labor and worry on her part.

Now the first thing is to get the child to know something; the next to express that knowledge. The young child comes to school with a vast stock of knowledge, but he can express himself in only one way, that is, by vocal language. He must learn to write as soon as he can, and put the knowledge he has of the cat, the dog, into written language. This is seen to be the right step by all advanced teachers. In a new series of readers on the table before me, script makes its appearance on the first page; it is found in every lesson until the pupil is supposed to have learned to write.

The Grube method takes up the same line of thought respecting numbers. The child takes three blocks and then writes the figures.

3. The transformation going on in the school arithmetic shows the purpose to be, to make the problems such as come within the child's experience.

(Of course it will be proper when a pupil has come to a stage where he has grasped the concrete, and its representations to employ those representations even though they go beyond his experience—for example, to add millions to millions; but this stage is too frequently anticipated.)

The great fault, the grievous shortcoming, the point of weakness is the lodging or attempting to lodge knowledge that is beyond the pupil's range, that he cannot join with what he has really made his own; this of course he cannot express, and so it lies in his mind as rocks and bullets would in the stomach.



## EVENTS, JULY 22-26.

July 22—Anthony Ashley Cooper.  
 July 23—Charlotte Cushman.  
 July 24—John G. Holland.  
 July 25—Henry Knox.  
 July 26—Robert Fulton.

The above is designed to be put on the blackboard in time to allow the pupils to look up something about each. This may be a general exercise; or, an individual report.

ANTHONY ASHLEY COOPER.—"Here, John," said an English M. P. to his private secretary, "is a constitution for the Carolinas in America; correct it, let me see it, and then send it over at once."

John Locke, the secretary, took it and read it over. He returned it to his master, saying, "Your honor, I fear me much, if you would have our brothers succeed well, this will need recasting."

Cooper flew into a rage and said:

"Young impudence, your idea is wrong; do you suppose that a member of the 'Long,' 'Short,' and 'Barebones,' parliaments, a favorite of the king, a statesman who has seen two or three governments rise and fall, don't know how to write a constitution. Copy it as it is." He was born July 22, 1621.

NOTE.—It might be interesting to know just how this constitution operated. See settlement of Carolinas in U. S. history.

CHARLOTTE CUSHMAN.—It was a great occasion. A large and brilliant audience was in attendance. Charlotte Cushman, the greatest American actress was for the last time on the stage. The great audience was stilled. There arose an old man; the very sight of him caused an immense applause, for he was no less than the venerable poet, Bryant. He advanced, and after a few appropriate sentences, placed upon her head a crown of laurels. The applause was tremendous, for here one whom everybody loved gave a crown of honor to one whom everybody admired. She was born July 23, 1816.

JOHN G. HOLLAND.—A newspaper man sat in a pew in the church. He said to a friend, "For a good many years I neglected church, but I come here every Sunday because I find that soprano singer so pleasing to eye and ear."

"John, why do you not write a story," said his friend.

"I believe I shall. Suggest a name."

"Call it after the young lady."

"I do not know her name."

"I never saw her or heard of her, but if I had to name her I should call her 'Catherine.'"

"That is good, but rather commonplace."

"I shall think of it," said Mr. Holland.

He did think much of it, and "Kathrina," was written. He never sought the acquaintance of the young lady, so he did not write "Sour Grapes," but he did write "Bitter Sweet." He was born July 24, 1819.

HENRY KNOX.—"Mrs. Knox," said a Boston man, "our people are fortifying Bunker Hill; I want to go over there; how shall I carry my sword through the line of red coats?" referring to the British soldiers.

"I think I can fix that. I shall go with you through the line."

Mrs. Knox did go with him, but before she started tucked the sword out of sight in the folds of her dress, and safely conducted her husband within hailing distance of the colonial picket. He received his sword and served during the whole war. He fought with this sword in all of Washington's principal battles. He was born July 25, 1750.

ROBERT FULTON.—"What's that," said a longshoreman, as he pointed at a strange looking boat going up the Hudson river without sails.

"Ha, ha! Do you not know what that is?" said his companion.

"Indeed I don't."

"Why, that's Fulton's folly."

"An' what's that?"

"You see a fellow born in Pennsylvania came over here to show our Jack Tars how to run a boat without sails." This talk was caused by Fulton's first steamboat, the Clermont, making its first trip. He was born July 26, 1765.

## INTERESTING NOTES.

SOME women in England make good salaries by manufacturing the dainty silk and lace lamp-shades now so popular. A dealer in London, who glories in the royal patronage, pays one woman \$200 a month for the shades she makes.

It is said that scales for weighing diamonds are brought nearly to that delicacy of balance which would enable dealers to detect flaws in the stones by minute variations in weight. They weigh accurately the 640th part of a carat.

THE heir apparent of Serbia is in a pitiable condition. Both his father and mother have deserted him, but the people are thinking it would be wise to permit his mother to see him. His miserable father would not permit his mother to step foot in his domain. They have queer rulers in Europe.

PUBLIC schools are established over the length and breadth of the Japanese Empire—on the larger and lesser islands; middle schools are also established; and finally, the system of grading having been mastered by the educational authorities, a university has been organized. The primary school has paved the way for the middle school; and the middle school in turn has paved the way for the university. When it is borne in mind that the elementary schools make provision for the entire youth of the country, and that education is compulsory; that the middle schools are also numerous, and that the range of studies is liberal and large, including the English, French, or German language, arithmetic, algebra, geometry, geography, history, physiology, zoology, botany, physics, chemistry, political economy, writing, drawing, gymnastics, and much else besides; and that the Imperial University which has its headquarters at Tokio, but which has numerous branches in different parts of the country, has five professional colleges—law, medicine, engineering, literature, and science—we have really little cause for wonder, that in twenty years, Japan has made such wonderful, onward strides, and that she has accomplished so glorious and so peaceful a revolution.

THE Plymouth monument is very nearly or quite completed. There are two statues, "Freedom," and "Law." The former is fifteen and a half feet high, and represents a young man of muscular frame seated. A Roman helmet is on his head; he wears a coat of mail, and a lion skin is thrown over one shoulder. Resting on the right arm is a short sword, and in the left hand are links of a broken chain, of which part is held fast beneath the left foot. "Law" is also a huge, seated figure. It is covered with a mantle and the left hand grasps a book.

THE Leland Stanford, Jr., University is located at Palo Alto, twenty miles south of San Francisco, Cal. The buildings have already been begun; they consist of a two-story structure of stone around a court of 700 by 285 feet. Messrs. L. M. Clement and R. M. Clement, his son, are on an inspection tour among us in behalf of the university, to gain information respecting manual training, for this is to be founded on that basis. It is supposed that Senator Stanford will give the university not less than ten millions of dollars. It is a memorial of his son who died in Italy. It will not be opened for two years.

PROFESSOR RICHARDS, of Yale College, has made a study of the records of 2,425 students in order to determine, if possible, the relation of athletics in Yale to scholarship. The general result is that the athletes fall slightly behind the non-athletes in scholarship, but not so much as to demand a suppression of such exercises. In some branches of athletic exercises the students who engage in the sports are above the average of the non-athletes in scholarship. For the slight difference noted between the two great classes, there may be greater strength and endurance, or physical development, compensating for the loss of scholarship.

EXCESSIVE gum chewing paralyzed the muscles of an Indiana woman's face so completely that she was compelled to send for a physician before she could open her mouth. We have known several instances where it has rendered pupils utterly unable to recite their lessons, yet no doctor was called. The physical efforts of the teacher soon put matters all right.

ON the recommendation of Mr. W. H. Smith, the Queen has granted a pension of £100 a year to the wife of the late Professor Proctor.

## THE TIMES.

MINISTER TO HAYTI.—President Harrison has appointed Frederick Douglas to be minister, resident, and consul-general of the United States at Hayti. Who is Mr. Douglas? Give the leading facts of his history.

KANSAS CITY'S PRAIRIE DOGS.—Kansas City can boast of one thing that probably no other city in the Union has. In Pendleton avenue, near Garfield, there is a prairie dog town with 300 or 400 burrows, and this is more remarkable from the fact that the unique settlement is within two blocks of the most fashionable residence portion of the city. What are the habits of these animals? Tell about the rapid growth of Kansas City.

THE DEMAND FOR TIN CANS.—A company, composed principally of Englishmen, has been formed on the Pacific coast to develop the California tin mines and make tin plates. This new industry is the result of the great demand for canned fruit, vegetables, and salmon. In what other parts of the world is tin found? What advantages are derived from putting up food in cans?

RUSSIA SECURES A PORT IN COREA.—Russia has secured an exclusive port for herself on the coast of Corea. Deer Island is the point she is said to have acquired as a coaling and naval station, and a Russian man-of-war now controls all landings and departures there. How will Russia profit by having a port there? What do you know of the manners and customs of the Coreans?

MR. PHELPS MINISTER TO GERMANY.—William Walter Phelps, of New Jersey, has been appointed minister to Germany. What are the duties of a foreign minister? What other noted men have held this office? Sketch Mr. Phelps' career.

PORTUGAL OFFENDS ENGLAND.—The Portuguese government has withdrawn the consent it had given England to build a railroad at Delagoa bay. The British consul has asked that a man-of-war be sent there to protect the interests of British subjects. It is reported that Germany is backing Portugal in an endeavor to counteract British influence in Africa. How does Portugal rank among European powers? What European nations have interests in Africa?

A RED MAN TRIED BY AN INDIAN JURY.—The first trial on record of an Indian, by a jury of red persons, has just taken place at Red Lake Falls, Minn. On June 24, an Indian named Big Bird, while out hunting, shot and killed another Indian. Big Bird and his friends claimed it was an accident. The matter was reported to Major B. P. Schuler, the government's agent in charge of the reservation. A jury of six Indians was empaneled, the agent presiding as judge. After listening closely to the testimony, the jury decided that there was sufficient evidence to hold Big Bird for the United States grand jury. What are a coroner's duties? A grand jury's? How are trial jurors usually selected?

A FIGHT WITH INDIANS.—The sheriff of Missoula county, Mont., while in search for three Indian murderers, had a fight with the Indians? What wars has the United States had with Indians? Where are some of the reservations?

HOMEOPATHISTS IN MINNESOTA.—The forty-third National Institute of Homeopathy, met at Minnetonka. About 400 of the representative homeopaths of the United States were present, as well as delegates from England and the continent. What schools of medicine are there? Mention some noted physicians.

STANLEY'S SUFFERINGS.—Mail advices from Africa confirm previous accounts of Stanley's sufferings. It is said that his hair has turned snow white, that his clothes are in rags, and for want of shoes he has to cover his feet with skins. What was the purpose of Stanley's expedition? What are some of the difficulties he has encountered?

THEN AND NOW.—One hundred years ago there was not a savings bank in France; now the deposits in such institutions amount to \$500,000,000. The gross value of personal property then was \$60,000,000; now it is \$1,600,000,000. Land was then worth \$40 an acre; now it is worth \$135. The wages of agricultural laborers have increased from thirteen cents to fifty cents a day. The United States is not the only country that has made progress in one hundred years. What noted Frenchman fought in our Revolutionary war? What influence did Jefferson's ideas have on the French?

THE CONGO RAILROAD.—The prime minister of Belgium has presented a bill in parliament for the issue of bonds amounting to \$2,000,000 for the Congo railway. The Congo is navigable for steamboats both above and below the falls. This road will connect the two portions of the river, and thus greatly facilitate travel and commerce in the interior of the Dark Continent. Civilization will follow closely after the locomotive. The railroad as a factor in progress surpasses even the wildest dreams of a half century ago.



## PERSONALS.

SUPERINTENDENT BAKER, of Trinidad, Col., is arousing enthusiasm in school work. Bonds were recently voted for a fine new school building there.

PROF. JOHN D. STEPHEN, instructor in oratory and elocution in the Western University and theological seminaries of Allegheny, Pa., has recently come to New York City. He comes highly recommended, and the Pratt Institute, of Brooklyn, is very fortunate in having secured his services for a course of practical lectures. Applications from schools or individuals, who may wish to communicate with him, may be addressed in care of our office.

REV. N. B. REMICK, Troy, N. Y., recently preached a sermon, which has attracted attention, from the text, "And there was a man which had a withered hand." The subject was, *Manual Training and Industrial Schools*.

MRS. EVA D. KELLOGG, well known as an educational writer has been elected principal of the training school for teachers, to be opened in September at Sioux City, Iowa.

PROF. T. S. HEATON has been elected principal of the new Fresno (Cal.) high school, with Miss Frances Dean as first assistant.

PROF. F. J. CHENEY, principal of Kingston Academy, recently received the degree of Ph.D. from the Syracuse University. The work required to obtain this degree has been done by Prof. Cheney in addition to his duties at Kingston Academy, and we congratulate him on his success.

W. A. BALDWIN, school commissioner for Oswego county, N. Y., will open a summer school at Fulton, first two weeks in August. We have always recommended these summer schools.

Ex-School Commissioner WILLIAM LUMMIS has presented to the New York City board a large and valuable collection of educational works, which he wishes to become the basis of an educational library for the use of teachers and the public schools. When a member of the board, Mr. Lummis secured the adoption of a by-law providing for the establishment of such a library in the new building the board expects to build uptown in a few years. The books of Mr. Lummis' gift number several hundred volumes, and comprise educational works and educational statistics of Boston, Philadelphia, and the leading cities of this country, also the results and records of British and Continental educational work.

## EDUCATIONAL MEETINGS.

The Harvey County Normal Institute, Kansas, will be held at Newton, beginning August 5, and continuing four weeks. It is conducted by William Wheeler.

The Maryland and Delaware State Teachers' Association is being held at Pen Mar, Md., a full account of which will appear in our columns.

## COMMENCEMENTS.

June 19 Princeton College held her one hundred and forty-second commencement. President Benj. Harrison was made LL.D.; seventy-eight graduates; \$250,000 has been received as bequests during the year.

Rutgers College graduated twenty-six; it was her one hundred and nineteenth commencement; \$300,000 has been donated.

Brown University held her one hundred and twenty-first commencement.

Tufts her thirty-second commencement; twenty-two graduates. Smith College graduated fifty young ladies.

Jersey City high school graduated forty-seven.

At Madison University (Oneida county, N. Y.) the corner stone of Colgate Library Building was laid. Cost, \$150,000.

Cornell has received \$300,000 from Mr. Henry W. Sage for a library. This makes his gifts in all one million dollars.

The closing exercises of Trinity Chapel school, New York City, took place on June 20. An interesting program was carried out.

## CORRESPONDENCE.

## WORK IN CALIFORNIA.

To the Editors of THE SCHOOL JOURNAL:

At the last session of the state board of education, there were 48 educational, and 34 life diplomas granted. At the same meeting the diplomas of two Siskiyou teachers were revoked on account of the teachers' refusal to attend county institute. It is now stated, officially, that the new state normal school at Chico, will open in September next. The first class will probably reach 100 students. One new book, Language Lessons, has been added to the California state series of text-books; it will be sold by the state at 25 cents, and furnished to dealers at 35 cents.

San Francisco has just audited bills to the amount of \$4,486.50 for taking the school census of that city. Among the bills presented was one of \$40 for a Chinese interpreter. Hoodlum boys did considerable damage recently to the Fairmount and Union school buildings, San Francisco, by entering secretly and demolishing desks, windows, etc. Bids are being received for the rebuilding of the Oakland high school. It will cost between \$15,000 and \$20,000. C. H. Street of Berkeley, has offered \$25,000 toward the erection of a Presbyterian college at Inverness. Hon. J. McM. Shafter has offered to donate 100 acres of land as a site for the proposed institution.

The senior class the Berkeley high school held its graduating exercises on June 14. Diplomas were granted to seven students. The graduating and middle classes were tendered a reception, June 15, by Miss A. C. Edmonds, teacher of history and mathematics, at her home in San

Francisco. It is now thought that the new school law will not be ready for distribution before July.

There are twenty-one high schools in the state.  
Fresno City.

T. S. PRICE.

## HELP WANTED.

To the Editors of THE SCHOOL JOURNAL:

Could you offer any helpful advice or suggestions to one who earnestly desires to become a good teacher. Good, in every sense of the word, but whose knowledge of the best methods is limited. Could you find time to give a brief talk to "technical" teachers, not technical from lack of energy to search out the best methods, but from lack of experience? Could you recommend any books which would assist in reaching the desired end?

AN EARNEST STUDENT OF THE JOURNAL.

## DOES KNOWLEDGE OF FACTS MAKE MEN GOOD?

You ask: "Does knowledge of facts make men good?" I would ask what is good? If you wanted a good physician would you consider him good in that line if he had no knowledge of the subject? If you wished a lawyer would you employ one who possessed no fact of law? If you wanted instruction in theology would you consider him good in that line if he had no knowledge of theology? If you wanted a good chemist, would you think him such who knew no facts in chemistry? A person by nature might be very bad, a fiend incarnate if you please, and would in consequence do evil continually, having no knowledge of consequences.

Give him much knowledge that he might see the folly of his acts, and he would change his course in some things at least, and be a better man,—at any rate a better citizen, and this is what our schools are striving to make.

Were he infinitely wise he would do no wrong. Carlisle was certainly correct in his estimate of knowledge. The more a man knows,—all other things being equal,—the better man he will be. Anything in this world but a fool. Ignorance is a dangerous plaything. The herculean efforts made to educate people shows the bent of the general mind on this subject. Would you think your son or daughter a better man or woman by permitting either to grow up in ignorance?

The ignorant are ready to go astray at any moment, the wise seldom.

Springfield, Mo.

SUPT. J. FAIRBANKS.

## DOES THE SUN MOVE?

In reply to the question recently asked in our columns—"Does the sun move?" a correspondent says:

"Of course with reference to the earth and other planets, the sun may be said to be at rest. The sun, with his magnificent retinue of planets, and their attendant satellites, with a host of other smaller bodies, is moving bodily through space, and we are now approaching the constellation of Hercules at the rate of about 20,000 miles an hour."

## A SUPERINTENDENT.

The five most prominent things a superintendent should observe while visiting a school, I will summarize as follows:

1. Order and discipline of the school. 2. Classification of the pupils. 3. The scholarship of the pupils. 4. The methods of instruction. 5. The results of the school work.

Harmony, Me.

WM. McLAUGHLIN, M. D.

KINGDOMS.—Will you please give a few hints in regard to the three natural kingdoms, as to how we can always tell to which kingdom all objects in nature belong, for instance, earth, air, and water, bricks, the shell of certain fish, and objects that we meet with in every-day life.

E. P. BUATT.

A "few hints" would be of but little value in finding the boundary line between the so-called kingdoms. Dr. Theodore Gill, in article "Biology" in *Johnson's Cyclopaedia* speaks of the impossibility or great difficulty in discriminating the lowest plants and animals. Any newspaper reply, in popular style, would be unsatisfactory.

N. B. W.

KINDERGARTEN WORK.—Please give a clearly defined statement of what you consider kindergarten work to consist of. Also, where I can purchase some good treatise on kindergarten plans and methods.

SUBSCRIBER.

Kindergarten work means especially Froebel's system, but in general it comprises all the methods of leading young pupils to use their hands, eyes, and other senses in getting information. It is education by doing. The essential method of Froebel's system is working in the line of the child's desires. Skill in carrying out his method consists in arranging work so that everything done teaches the pupil some important lesson. It would be well for "Subscriber" to select some book, among those advertised by E. L. Kellogg & Co., and study its fundamental principles.

COMPULSORY SCHOOL LAW.—Give in your columns your opinion on the passage of a compulsory school law by the federal government, requiring children to attend school.

Halifax, Mo.

W. SATTERWHITE.

A compulsory school law is a necessity. If parents valued education as they ought, there would be no need of force to require them to send their children to school. It is true that in some cases the little pittance that a child

earns is quite an element in supplying the necessities of life; but it is far more necessary that children should have trained minds than that they should assist even in keeping their parents, or themselves, out of the poor-house.

TEACHERS' WORK.—I understand that in some cities each teacher is expected to accomplish during the year a certain amount of work that has been mapped out for her. I should like to know to what extent this system prevails, and in what large cities it is used.

Port Huron, Mich.

MARY BLINN.

In almost all large cities each teacher is expected to do a certain amount of work during a certain time. The graded school system, as it now exists, is somewhat tyrannical in its requirements: it lays down certain work for a certain term, and usually the exact amount of work is designated.

EXPLANATION WANTED.—In a recent number of the JOURNAL, you say under "A Few Definitions," "A multiplier is a number to be united." I find many other excellent things in the paper, but you neglect to make clear why *times* should be dropped in multiplication. Would you eliminate *times* from the multiplication table?

Perryville, Ind.

GEO. W. DEALAND.

It is not wrong to use the word "times," but it is unnecessary. It is better to say 4's are 16. We would eliminate the word "times" from the multiplication table, because it seems to us to convey no valuable thought, and would lead children to repeat the multiplication table in the following form: 4 8's are 32; 4 9's are 36; 4 10's are 40, etc.

COPYRIGHT.—Will you inform me how to obtain a copyright on newspaper articles?

Newark, N. J.

INQUIRER.

Send two copies of the printed title and date of each article to the Librarian of Congress, Washington, D. C., together with \$1 fee.

HUMIDITY.—What is meant by "atmosphere" and "humidity"? Does "84 per cent. of humidity" mean that the air is composed of 84 per cent. of water, or that it contains 84 per cent. of the water it is capable of containing?

I. H. H.

The atmosphere is the gaseous envelope that surrounds the earth; it consists of oxygen, nitrogen, and carbonic acid, together with a very variable quantity of watery vapor. When more than 80 per cent. of watery vapor is present, the atmosphere is saturated. The 84 per cent. of humidity, or wateriness, is, therefore, 84 per cent. of what the atmosphere can carry; that is, it is 84 per cent. of a possible 80 per cent.

SEE-AT-TLE.—What is the proper pronunciation of the name Seattle?

Seattle?

JAMES.

1. Was New York ever the capital of the United States? 2. When was Washington made the capital? 3. Must one be a citizen to hold property? 4. Must a boy who comes to this country when 10 years old, obtain naturalization papers? 5. Need a woman be naturalized?

JOHN.

1. Yes; from 1785 to 1790. 2. Washington became the capital in 1800. 3. Yes, generally speaking. Special acts have been passed to allow aliens to hold property. 4. If he wants to become a citizen, and if his father hasn't been naturalized. 5. No; but naturalization permits a woman to hold property, etc.

Why is the Chinaman so careful of his queue or pigtail? My pupils have asked me this, and I cannot answer them very well.

Salt Lake City.

J. P. C.

It appears that in 1643, the Manchu-Tartars conquered China; this is the dynasty now on the throne. The Tartars had begun the conquest as early as 1627, and as fast as they succeeded, they forced the conquered to adopt this style of dressing the hair on pain of losing the head. In course of time, this badge of conquest became a custom. In Japan, old stone tablets are found in temples, saying that they were set up by refugees from China, who would not stay in a country where this badge of servitude must be worn.

## ARTICLES INTERESTING TO TEACHERS IN RECENT MAGAZINES.

American Life, The Scholar in.—July Forum.

An Apostolic College.—July Cath. World.

Books and How to Use Them.—July Cath. World.

Discipline in American Colleges.—July N. A. Rev.

English Language.—July Quiver.

Education of the Future.—June Murray's.

Higher Education, The Problem of Discipline in.—July Atlantic.

Industrial Education for the Negro: Is it a Craze?—July Century.

Manual Training, The Psychology of.—June Education.

Mind, The Health of.—June Longmans.

Muscle and Mind.—July P. S. Month.

Negro Intellect.—July N. A. Rev.

Our Elementary Schools.—June West. Rev.

Old Haileybury College.—June Chamber's Journal.

Poor Whites of the Southern States.—June Macmillan's.

State Examinations, The Advantages of.—June Education.

School-houses, Some Practical Suggestions Regarding.—June Education.

Student Life at Michigan University.—June Cosmopol.

Three new College Presidents.—(July 4) Christian Advocate.

The South and the School Problem.—July Harper's.

The Catholic University and Its Constitutions.—July Cath. World.

Theological Seminaries, Are they in Danger of Over-training?—July Andover Rev.

Does the hot weather make you weak and tired? Hood's Sarsaparilla will give you strength.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE HISTORY OF ANCIENT CIVILIZATION.** A Hand-Book Based Upon M. Gustave Ducloux's "Histoire Sommaire de la Civilisation." Edited by Rev. J. Verschoyle, A. M. With illustrations. New York: D. Appleton & Co. 1889.

No subject is more full of interest and profit than the history of human life on this earth. Without man here, there would be nothing of value, but with man in it, the world has incalculable value. All modern European history comes directly from the civilization of Greece and Rome—Greece the embodiment of individual thought, and Rome the result of corporate action. The author in this work, goes back of Greek culture, to the Bronze, the Stone, and Iron ages, to show how the very beginnings influenced Egypt and the earliest of Oriental nations. Here he shows the general progress of civilization from the very first and the divisions of history. He then examines minutely the advancement of the Babylonians, Assyrians, Jews, Phoenicians, Aryans, Hindoos, and Persians. This fills the first hundred pages of the work. He then treats most fully of Greek civilization, including religion, politics, literature, art, and the diffusion of its genius. The Roman world follows next: first, of course, the republic, and then its conquests and transformation into the empire, its conquests, literature, and art. He shows the causes of its greatness. It is plain to be seen that such a work as this cannot but be intensely interesting. We are too much busied about to-day to stop and consider the causes that have made other nations great, and other causes that have wrought their ruin. Modern civilization is proud of its glory, and is continually saying *esto perpetua*. It shall not be so. Nations have their times of rise, maturity, and decay, just as the ancient *Sequoia*. They may flourish a thousand years, but the day of their death is as certain as time to come. Nothing can hinder the coming of the day of a nation's death. The only question is, How long can it manage to live? This is a vital question with us, and so to the thoughtful student this book will have remarkable interest. Within its 295 pages is crowded a vast amount of information, collected with care, edited and added to with wisdom, and narrated in a charming style.

**EMERSON IN CONCORD.** A Memoir. Written for the "Social Circle" in Concord, Massachusetts. By Edward Waldo Emerson. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 266 pp. \$1.75.

Emerson will never die; just as Socrates, Plato, and Milton will live on eternally. All that pertains to our American philosopher will continue to have added interest as the years pass on; and just as all that pertains to Socrates is carefully gathered as the precious gold nuggets of the ages. It has been the practice of the Social Circle to preserve in its book as true a picture as may be of the life of each of its departed members. So it was that the task of writing the life of Ralph Waldo fell to his son Edward Waldo. Mr. Cabot has written the story of his life for the world, and now this son writes for the chronicles of his village club the story as it comes to his mind. But though he writes for neighbors and near friends, he includes among his interested readers many who never saw him. Here is a book that the world will want more and more to read as the years come and go. It cannot be classed at all as ephemeral. On the ears, by the fireside, in the chamber of sickness, and under the high arching canopy of Heaven, this volume will be opened and read. The sea will all unconsciously roar in the ears of thousands by the seaside, whose eyes and minds will be intent on this book. For Emerson has a charm that is closely related to the quiet hour in the home or under the trees in summer time. The book is written in an easy style, that carries no weariness with it. It is not exactly light or gossip, but rather of the light historical and biographical order. It is without pretense or fussiness, or adulation, for which we are glad. It tells the truth in a plain, interesting, truthful way, and so is all the more acceptable to those who would be pained at stiltedness in a book describing so plain a man as Ralph Waldo Emerson was.

**A MANUAL OF HISTORICAL LITERATURE.** For the Use of Students, General Readers, and Collectors of Books. By Charles Kendall Adams, LL.D., Professor of History, and President of Cornell University. Third Edition. Revised and Enlarged. New York: Harper & Bros. 1889.

This is the most reliable account of the important histories in English, French, and German in print. In addition to the full titles of books the author gives numerous practical suggestions as to methods and courses of historical study. For many years Dr. Adams has been pursuing his chosen work with a devotion that reminds us of some of the most eminent foreign students. We have had so few such men that it is to us, as Americans, a special pride that at last, we have a few who can be called scholars—not superficial scratchers, but deep and thorough plowers. It required great knowledge, and much greater judgment, to prepare such a book as this. It is no mean task to pass judgment, worth anything, upon a book. The "book reviewer," paid so much a line, is not expected to be very learned, but here is a book judge and appraiser. He looks over the whole field, in four countries, and takes account of material, giving a definite value to each piece of work. Here is labor, here is work, and it is well done. No historical student, who pretends to have any character at all, can afford not to own and carefully consult this work. It will be as indispensable to him as his dictionary.

But it must not be thought that this volume is written in the dry-as-dust style, for it is not. On the contrary, it is as full of juice as a luscious orange. Not only are its comments wise, but they are witty as well. Dr. Adams' method of disposing of a poor book is full of tact, for he manages to tell the truth without a flavor of acidity. This is a rare quality in a critic. Then Dr. Adams gives many most valuable suggestions to students of history; these are all the more useful because they come from large experience as a teacher and a student. He has been over the ground and knows how to grade the young so as to avoid wasting valuable time.

**BACON'S ESSAYS.** Edited with Introduction and Notes. By F. G. Selby, M. A. London: Macmillan & Co., and New York. 800 pp. 90 cents.

This volume of "Bacon's Essays," edited by a teacher well prepared by experience to decide upon the subject, is

intended mainly for use in the schools of India. Professor Selby, having been upon the ground, both in Poonah and Bombay, understands fully the needs and peculiarities of the Indian student. The notes, consequently, contain much that the ordinary English student and reader will consider superfluous. The essays themselves are too widely known and admired to need comment at any time; they reach almost every point, civil and moral, and cannot be excelled. The "Notes" as found in this volume are full and exceedingly simple in many cases to the ordinary reader, but are undoubtedly called for as decided upon by one so well able to judge as Professor Selby.

**DIE JOURNALISTEN.** Lustspiel in vier Acten, von Gustav Freytag. Edited, With an English Commentary. By Walter D. Toy, M. A. Boston: D. C. Heath & Co. 160 pp. 50 cents.

The present editor of this work feels that the point of view adopted by himself is essentially different from that of others, and his purpose, therefore, has been not merely to suggest translations of difficult passages, but also to explain striking grammatical points, and to illustrate what he believes to be the general principles of correct translation. In connection with most of the renderings the editor has endeavored to compare the different views of English and German, and to show how each language arrives at its own idiomatic form. The notes, therefore, need be used only as a careful study of important grammatical principles. "Die Journalisten," written in 1853, is one of the most popular modern society dramas ever represented on the German stage. It is perfectly natural and healthful in tone, abounds in striking situations, and pictures faithfully several important types of German character.

**A HISTORY OF FRENCH LITERATURE.** By Charles Woodward Hutson. New York: John B. Alden, Publisher. 353 pp. \$1.10.

Upon examination, this volume on French Literature will be found to be clear, comprehensive, well arranged, and extending from its beginnings to the present time. The interest of the book is greatly increased by the personality with which the author invests the different writers as he touches upon them, and by the well known quotations, which are translated, and with which he sustains his own opinions. One interesting feature is the Political Chronology of France, covering the Houses of Capet, Valois, Valois-Orleans, Bourbon, and Restored House of Bourbon. The twenty-two chapters cover the ground of French literature in an able and interesting manner. The book is adapted to interest readers who are well-informed upon the subject, as well as those who are first making an acquaintance with it, and no one interested in the history of literature can afford to do without this valuable addition to his library.

**LA SOCIÉTÉ FRANÇAISE AU DIX-SEPTIÈME SIÈCLE.** An Account of French Society in the XVII. Century From Contemporary Writers. Edited for the use of Schools and Colleges with an Introduction and Notes. By Thomas Frederick Cram, A. M. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 342 pp.

In the preparation of this volume the author has found it necessary from want of space, to limit the condition of society of the Court and middle class, although both are represented to some extent. The chief object of the book, however, is to give an account of those great social influences that modified manners and affected literature, but is in no sense a specimen of the literature of the XVII. century, but only of works relating to French society in that century. It will give, however, a fair idea of French society at that period. The notes will be found to be full, and very interesting, and will tend to increase a love for study of the subject. The book is well bound in brown and gilt.

**A CAVERN FOR A HERMITAGE.** By Clarence A. Buskirk. New York: John B. Alden, Publisher. 98 pp. 50 cents.

Mr. Buskirk is better known in the legal than in the literary field, although this dainty little volume shows the thought and pen of the poet. The story and the meditations are out of the usual order and will prove interesting to many. The Argument is, "One who has been driven into the edges of misanthropy, retires to a wilderness, where, from day to day, he puts his ruminations into verse."

**WARMAN'S PHYSICAL TRAINING; or The Care of the Body.** By E. B. Warman, A. M., Chicago, Ill. Fourth Edition. Revised and Enlarged. Chicago and New York: Published by A. G. Spalding & Bros. 190 pp. Cloth, \$1.00. Paper, 25 cents.

Professor Warman is well known in all parts of the country as a successful teacher of Physical Training. This manual is the result of years of experience in the school-room and upon the platform,—it is a practical book and especially adapted to the needs of schools and colleges. It contains many timely suggestions as to the care of the body,—shows a system of exercises without apparatus, a system of dumb-bell and Indian-club exercises, with illustrations making plainer what is not already made plain. It is a useful book in school or at home.

**SOUVENIR DE VOYAGE OF THE NATIONAL EDUCATIONAL ASSOCIATION, JULY, 1889.** By Col. Francis W. Parker.

This is a pleasant sketch of "The Monon Route" written in Col. Parker's highly graphic and interesting style. Cities, hotels, lakes, rivers, mountains, etc., receive their share of attention, and there is a detailed description of Mammoth Cave with an abundance of illustrations to help give an idea of this great natural wonder.

**BOHEMIAN DAYS.** By Clara Moysé Tadlock. With Illustrations. New York: John B. Alden, Publisher. 519 pp. \$1.50.

A Bohemian is a happy wanderer, not over-troubled with society etiquette or any thing else, but taking all the enjoyment possible out of life, while he sees, and probably hears a good deal. Mrs. Tadlock, the author of this volume of "Bohemian Days" is the wife of a physician, well known in Tennessee, and now residing in San Francisco. Her book is most pleasantly written, and does not go into mere guide-book details. The fifty-three chapters take the reader over a good deal of ground, beginning with New York harbor, with a midsummer sun shining down upon a company of tourists. Ireland, Scotland, England, France, Italy, with her wonders,—Smyrna, the Holy Land, Egypt, India, China, Japan, and California, are all portrayed, and a multitude of charming things said and encountered during this long "Bohemian" trip. Every one should read the book—it is well worth it.

## REPORTS.

**FORTY-SEVENTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE CITY OF NEW YORK,** year ending December 31, 1888. Hon. John Jasper, superintendent.

The total number of schools was 301, the whole number of pupils taught 306,897, and the average attendance 156,350. Steps are being taken to improve the sanitary condition of the buildings as regards plumbing and ventilation. The normal college had 1,772 students, 192 more than the previous year. The instructors in the department of pedagogics did excellent work under the direction of the president. During the year 1888, \$16,000 was found sufficient to cover the cost of manual training, but \$25,000 has been allowed for 1889. The reports of the principals of the schools in which manual training has been tried, and the expressed opinions and judgments of many who have visited these schools, speak in most favorable terms of this new departure in the educational system. The board asked for and obtained \$15,000 to carry on the free lectures for workmen and workingwomen during the ensuing year. A special committee was appointed in July to take into consideration the whole system of examinations, marking, visitation, and superintendence, and to report thereon to the board. Supt. Jasper thus summarizes his remarks on moral education, and the training in morals and manners:

"Intellectual training, however excellent, is not enough; public schools are instituted to make not only intelligent, but good citizens; morals and manners are best taught incidentally, not formally—by personal example and anecdote, not by mere lecture; 'unconscious tuition' by the force of the teacher's example, is a most powerful influence for good or for evil."

**SEVENTEENTH ANNUAL REPORT OF THE SCHOOL COMMITTEE OF SOMERVILLE, MASS., 1888.** C. E. Meloney, superintendent.

The special committee which was sent to inspect the industrial exhibition in Philadelphia, submitted a report; in it was stated that manual training as a means of developing the expressive powers and giving the child executive ability, could be applied in many of the branches of ordinary school work, notably form-study, number, drawing, geography, elementary science, etc. The committee also speak highly of the work done at the Hebrew Technical Institute, New York. A drawing teacher was employed, and the drawing course placed on an improved basis. Two sewing teachers were engaged, and the results thus far are most satisfactory.

**ANNUAL REPORT OF THE SCHOOLS OF MADISON, WISCONSIN, 1888.** W. H. Beach, superintendent.

The work in the schools was done in a reasonably satisfactory way. No radically new methods were adopted, and none of the well-tried, old methods were discarded. The most satisfactory way of giving instruction in the theory and art of teaching has been to make a normal class of the entire fourth grade. The more abstract principles of psychology, however, are left to higher courses.

## LITERARY NOTES.

GINN & Co. have just published "Fractions: A Teacher's Manual of Objective and Oral Work," by Helen F. Page; also "Pages Choises des Memoires du Duc de Saint Simon," edited by Alphonse N. Van Dael.

D. C. HEATH & Co. have brought out a very timely publication in the "Old South" leaflet on the French revolution.

THE LINCOLN HISTORY in the Century will probably run through six more numbers of that magazine.

CHARLES SCRIBNER'S SONS announce a series of important works which will treat of American history from the discovery of America to the end of the Southern reconstruction after the Civil war.

FUNK & WAGNALLS have among their latest works "Sought and Found," a story translated from the German, by Adelaide S. Buckley.

HOUGHTON, MIFFLIN & Co. have published "The Beginnings of New England: The Puritan Theocracy in its Relations to Civil and Religious Liberty," by John Fiske; and "Indoor Studies," a new book by John Burroughs.

THE HUMBOLDT PUBLISHING Co. announce a new book, "The Story of Creation," which is one of the most interesting of the high class scientific works they are bringing out.

## CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of the Searcy College, 1888-9. W. H. Tharp, president.

Proceedings of the State Teachers' Association of Mississippi, at its annual meeting, held in Jackson, Miss., December 28, 29, 1888. J. A. Rainwater, president.

Announcement of the Ashtabula County Christy School of Methods and Teachers' Institute held at Jefferson, July 9, 1889. Charles Hayward, president.

The Berkeley Institute, Brooklyn: Catalogue for 1889-90. Miss C. E. Hayner, principal.

## MAGAZINES.

The July number of the *Book Buyer* has a frontispiece portrait of Maud Howe, daughter of Mrs. Julia Ward Howe.—Mr. Gladstone has an article in the *Nineteenth Century*, for July entitled "Plain Speaking on the Irish Union." The same number has an interesting article on "Peasant Proprietors in Russia."—Public speakers and singers will find much of value in Sir Morell Mackenzie's remarks in the July *Contemporary Review*, on "Stimulants and the Voice."—The July number of *Blackwood's* contains a production by Oscar Wilde on the subject of Shakespeare's Sonnets. Mr. Wilde puts forward an entirely new theory as to the identity of the mysterious Mr. W. H. of the famous preface.—The *Andover Review* for July has from A. Taylor Innes, Esq., of Edinburgh, Scotland, a full account of the remarkable movement in favor of creed revision which has received so great an impulse from the action of the Presbyterian Assemblies at their recent sessions in Edinburgh.

## Tired Nature's Sweet Restorer.

Sancho Panza, wasn't it? who cried "God bless the man who first invented sleep." And England's greatest bard has called it "Tired Nature's Sweet Restorer." Still there is another invigorating and refreshing element of existence which is also "tired nature's sweet restorer." We call it Compound Oxygen: our patients through gratitude call it blessed.

JAMESTOWN, N. Y., No. 33 Main St., June 26, 1888. "Compound Oxygen has greatly benefited me." WM. H. PROUDFIT.

CENTER MORICHES, L. I., N. Y., July 15, 1888. "I am better than I have been in eleven years. It is truly wonderful what Compound Oxygen will do." MRS. J. F. PENNY.

MIDDLETOWN, MD., May 28, 1888. "I have now been using Compound Oxygen for four weeks, and must say that it is one of the greatest medical discoveries ever made. Since using it my catarrh and hoarseness have almost entirely left me." GEO. C. RHODEBICK.

We publish a brochure of 200 pages, regarding the effect of Compound Oxygen on invalids suffering from consumption, asthma, bronchitis, dyspepsia, catarrh, hay fever, headache, debility, rheumatism, neuralgia, all chronic and nervous disorders. It will be sent, free of charge, to any one addressing DR. J. H. HARTLEY & PALLEN, 1629 Arch St., Phila. PA.; or 130 Sutter street, San Francisco, Cal.



# Books for Summer Institutes.



REPARATIONS are being rapidly made for the large number of County Institutes to be held next Summer. Places of meeting are being discussed, instructors engaged, and books looked into. Our large line of important books for teachers is beginning to receive the attention it deserves. Whatever commendations they have received in the past has been gained strictly ON THEIR MERITS and the reasonable prices at which they are sold.

\*. \* Books for use at Co. Institutes should have several distinctive features :

- (1.) Should be fully abreast of the great improvements in principles and methods.
- (2.) Should cover subjects of most practical use.
- (3.) Should be adapted to the average teacher.
- (4.) Should be usable as text books (contain headlines, analyses, questions, indexes, etc.)
- (5.) Should be well printed and bound, yet low in cost.

A careful examination of our list will show that nearly every one answers the requirements. Read carefully the following list.

## Welch's Teachers' Psychology.

By A. S. WELCH, Prof. of Psychology, Iowa Agricultural College, Ames, Iowa, formerly Pres. of the Mich. Normal School. Cloth, 12mo. 300 pp. Price, \$1.25; to teachers, \$1.00; by mail, 12 cents extra.

As a text-book for the study of the science of the mind and its application to Education, this book has no equal. Though issued but seven months it has already been adopted by several State Reading Circles and Normal Schools.

Prof. C. H. MCGREW, Prof. of Psychology, University of Cal., says, January 24, 1889: "I do not wish to use superlatives, but the temptation to do so is very strong in speaking of this remarkable book. It is not only the best, but I know of no other book on the subject that impresses me so favorably."

We will be glad to send a copy of this book for examination to any Co. or City Supt., Institute Instructor or responsible teacher, on application, if it will be paid for promptly or returned to us.

## Welch's Talks on Psychology.

Same author. Cloth. 16mo. 136 pp. Price, 50 cents; to teachers 40 cents; by mail 5 cents extra.

The outlines of psychology only. Has same qualities of excellence as larger book. A prominent Pennsylvania Normal School has just adopted it and ordered 175 copies to begin work on.

## Allen's Mind Studies for Young Teachers.

By JEROME ALLEN, Ph.D., associate editor of the INSTITUTE and JOURNAL. Cloth, 16mo. 128 pp. Price, 50 cents; to teachers 40 cents; by mail 5 cents extra.

Adopted by half a dozen State Reading Circles. Used by many normal schools.

JOHN SWETT, Prin. of the Girls' High School, San Francisco, Cal., author of "Methods of Teaching," says, Jan., 1888: "Allow me to express my great satisfaction with your MIND STUDIES. It is a delightful, clear, concise, and practical volume."

## Browning's Educational Theories.

By OSCAR BROWNING, M.A. Cloth, 16mo. 237 pp. Price, 50 cents; to teachers 40 cents; by mail 5 cents extra.

The only short, concise history of education from the earliest times to the present day. Our edition contains side heads, analyses, and two new chapters on "Fröbel" and the "American Common School."



JAS. L. HUGHES.

## Hughes' Mistakes in Teaching.

## Hughes' Securing Attention.

By JAMES L. HUGHES, Inspector Schools, Toronto, Ont., Can. Cloth. 115 pp. Price 50 cents each; to teachers 40 cents; by mail, 5 cents extra. *Authorized Copyright Editions.*

These books are well-known. "Mistakes in Teaching" has been used by Iowa Co. Supts. as a text-book at institutes for several years. Our editions are entirely rewritten by the author, with much new matter, large, clear type, good paper, printing, and thoroughly bound in limp cloth. Price same as the inferior edition.

## Woodhull's Easy Experiments in Science.

By J. F. WOODHULL, Prof. of Natural Science, University for Training of Teachers, N. Y. City. Cloth 16mo. Price, 50 cents; to teachers 40 cents; by mail 5 cents extra.

## Simple Experiments for the School-

ROOM. By JOHN F. WOODHULL, Prof. of Natural Science in the College for the Training of Teachers, New York City, author of "Manual of Home-Made Apparatus." Cloth, 16mo.

Price, 50 cents; to teachers 40 cents; by mail, 5 cents extra.

This book contains a series of simple, easily-made experiments, to perform which will aid the comprehension of every-day phenomena. The experiments are so connected in logical order as to form a continuous exhibition of the phenomena of combustion. This book is not a science catechism. Its aim is to train the child's mind in habits of reasoning by experimental methods.

These experiments should be made in every school of our country, and thus bring in a scientific method of dealing with nature.

## Payne's Lectures on the Science and Art

OF EDUCATION. By JOSEPH PAYNE. With portrait. 16mo, 350 pp. Price, \$1.00; to teachers, 80 cents; by mail, 7 cents extra. *Elegant new edition from new plates.*

### REASONS WHY THIS EDITION IS THE BEST.

- (1.) The side-titles. These give the contents of the page.
- (2.) The analysis of each lecture, with reference to the educational points in it.
- (3.) The general analysis pointing out the three great principles found at the beginning.
- (4.) The index, where, under such heads as Teaching, Education, The Child, the important utterances of Mr. Payne are set forth.
- (5.) Its handy shape, large type, fine paper, and press-work and tasteful binding.

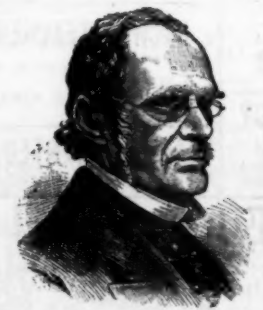
### THE MUSIC BOOK FOR INSTITUTES.

## Song Treasures.

THE PRICE HAS JUST BEEN GREATLY REDUCED. Compiled by AMOS M. KELLOGG, editor of the SCHOOL JOURNAL. Durable manilla cover in two colors, 64 pp. Price 15 cents each; to teachers 12 cents; by mail, 2 cents extra. 90th thousand. *Special terms to teachers' institutes for quantities.*

This is a most valuable collection of music for institute and school use. Already widely used, it is gaining in popularity year by year. The new postal card manilla cover, wire-stitched, makes it almost indestructible—a valuable feature.

E. L. KELLOGG & CO., Educational Publishers, NEW YORK AND CHICAGO.



JOSEPH PAYNE.



## Hood's Sarsaparilla

### 100 Doses One Dollar

The Chief Reason for the great success of Hood's Sarsaparilla is found in the fact that **Merit Wins**. Hood's Sarsaparilla is the best blood purifier and actually accomplishes all that is claimed for it. Prepared by C. I. Hood & Co., Apothecaries, Lowell, Mass. Sold by druggists.

### CALL AT THE DENTAL ROOMS

OF  
**DR. W. J. STEWART,**  
362 WEST 23rd STREET.

If your teeth are needing attention. Reliable Work. Moderate Charges. Plastic filling for broken down and sensitive teeth, a specialty. Refers to A. M. Kellogg, Editor SCHOOL JOURNAL.

### STATE NORMAL SCHOOL,

NEW PALTZ, N. Y.

Established to prepare teachers for the public schools. Next term begins September 4, 1889. Tuition free and text-books furnished. Traveling expenses paid one way. For circulars or further information, address,

**FRANK S. CAPEN, Principal,**  
New Palts, Ulster Co., N. Y.

**\$75.00 to \$250.00 A MONTH** can be made working for us. Agents preferred who can furnish a horse and give their whole time to the business. Spare moments may be profitably employed also. A few vacancies in towns and cities. **H. F. JOHNSON & CO.,** 109 Main St., Richmond, Va.

N. B.—Please state age and business experience. Never mind about sending stamp for reply. **H. F. J. & Co.**

### GOLD COIN

**BY THE PECK** for teachers. Send names of 4 book Agents and 50 cts. in stamps to pay expense of packing and mailing and we will send you for your school room 25 steel finish engravings of all our Presidents including Harrison, size 22 by 28 inches, worth \$3. Address, **THE ELDER CO.,** 415 Dearborn St., Chicago, Ill.



### The WONDERFUL LUBURG CHAIR

Combining a Parlor, Library, Smoking, Reclining, or Invalid Chair, **CLIQUE, \$25.00** and **or COUCH, \$30.00**. We make the largest variety of Adjustable, Reclining, Physicians' and Invalids' Chairs, Hammocks, Office, Library, Fancy Carpet Folding, Reed and Rattan CHAIRS and ROCKERS, BICYCLES, TRICYCLES, VELOCIPEDS and SELF PROPELLERS. ALL KINDS OF APPLIANCES FOR INVALIDS.

### BABY COACHES

Over 100 different designs. Our Patent Automatic Brake on all Carriages, free. We have discontinued wholesaling; by placing your orders direct with the makers you can save several profits. Our shipping prices and special Bargains will astonish you. Goods sold under a guarantee and delivered free to any point in United States. **Send stamp for Catalogue, and state class of goods you wish in for.** **LUBURG MFG. CO.,** 145 North Eighth Street, Philadelphia, Pa.



### SAVE MONEY. Before you buy BICYCLE or GUN

Send to A. W. GUNP & CO., Dayton, Ohio, for prices. Over 400 shop-worn and second-hand Bicycles, Repairing and Nickeling. Bicycles, Guns and Type-Writers taken in trade.

### "STANDARD" BLACKBOARD STENCILS.

OUR new line of stencils is receiving the warmest approbation of many purchasers. They are the best in every way, largest, best designs, most carefully perforated and lowest in price. They consist at present of 73 Maps, 24 Historical Maps, 100 Animals, Figures, etc., for Language Lessons, 10 Borders, 6 Rolls of Honor, 6 Physiology Charts, 11 Writing Charts, 8 Natural History Charts. List is being added to constantly. 8 page catalogue with directions free. Don't fail to get the "STANDARD." Take no other.

**E. L. KELLOGG & CO.,**

New York and Chicago.

**TEACHERS' BOOKS. PRICES**  
Elegant 84 page descriptive catalogue free if you mention this paper. Largest stock; largest discounts; promptness.

**E. L. KELLOGG & CO., Educational Publs.,**  
25 Clinton Place, N. Y. 185 Wabash Av., Chicago.

### THE PUBLISHERS' DESK.

Every lover of music will bear testimony to the fact that a voice well trained is alike a pleasure and a profit. But thousands of voices are ruined by improper training. The Van Buren Method of Voice Culture is one of the best. It is pronounced "the cream of the Rudersdorff Method." Testimonials are many, from pupils, artists, and physicians. Correspondence is solicited. Summer instruction is given to teachers. A pamphlet detailing the method will be sent upon application to Jeannette Van Buren, 146 Boylston street, Boston.

Teachers well know, and so also do scholars, the great convenience and utility of uniform, handy stationery. What can any workman do with poor tools? What can students or their instructors be expected to do when poorly equipped, compared with the progress they will make when provided with Acme School Tablets for pen and pencil? The Acme Stationery Company is up to the times with new designs and new goods continually, which are for sale by stationery dealers, and by the company, at 59 Duane street, New York City.

Those progressive educators and school officers that want to obtain a high quality of reading for the scholars, will not fail to investigate the claims of the Continental Readers, a new series of school readers, containing much reading-matter, bound in the best quality of book cloth, and put together in the most substantial manner; the paper is of the finest quality; the illustrations are original, and designed by our best artists. The Continental Readers have been well received throughout the country, eliciting many flattering testimonials from teachers and school boards. Some reasons why the Continental Readers are so popular: The gradation is almost perfect; all new words are placed at the heads of the lessons; the "Primer" and "First Reader" have spelling reviews; the composition-work is suggestive and complete; the matter has been carefully selected, and contains no objectionable lessons. Campbell's Reading Spellers, published by the same firm, Mr. Thomas Kelly, 358 Broome street, New York, is a new series of spellers, based upon a plan that will commend itself to all progressive educators, and one that does away with the old mysterious and meaningless method of memorizing columns of words, and parrot-like repeating them, by the pupil. The plan is to condense descriptions of objects, retain a skeleton of the thought, fact, and language peculiar to each, and teach the meaning of useful words by associating them with objective reality.

A good place for a music teacher to spend a few hours of a summer tour is alongside of the counter of a Ditson Company music store. Some time may be profitably spent in examining their exceptionally good new publications, and selecting for the fall campaign. Ask for their 64-page list of books. Examine for singing and chorus classes: Song Harmony and Royal Singer, by Emerson; Concert Selections, by Emerson; Dairy Maid's Supper and Rainbow Festival, by Lewis. For school music books: Song Manual, United Voices, Kindergarten and Primary Songs. For piano collections: Popular Piano Collection, Popular Dance Music Collection, Popular Song Collection, and Song Classics. Oliver Ditson Company, Boston.

Doubtless many of our readers are prejudiced against memory systems; we are not surprised. Shedd's Natural Memory Method, now being introduced by the School of Memory Training, 4-6 West 14th street, New York, seems to be honest in its claims of simplicity and practicability entirely different from any other method. W. F. Bradbury, head master of Cambridge Latin School, and well known as a writer of educational text-books, says of it: "I cannot conceive of a better plan than yours," and this opinion seems to be general among the many educators who testify to its merits.

New England or Western teachers wanting schools ought to remember that at the Bridge Teachers' Agency, of 110 Tremont street, Boston, and 21 West 5th street, St. Paul, Minn., good teachers are recommended to school officers, and good places are obtained for successful teachers. Circulars on application.

FOR A DISORDERED LIVER try BEECHAM'S PILLS.

### TEACHERS' AGENCIES.

### VACANCIES.

- |  |   |
|--|---|
| 15 Superintendencies, with salaries between \$2,000 and \$3,000. | 48 High School Assistants' Positions, below \$600.  |
| 32 Superintendencies, with salaries between \$1,200 and \$2,000. | 60 Grammar, Intermediate and Primary Positions, with salaries ranging from \$60 and upwards.          |
| 85 Superintendencies, with salaries between \$900 and \$1,200.   | 100 Same, with salaries below \$60.   |
| 95 Principals of Town Schools, \$600 to \$900.                   | 54 Positions for Specialists in Latin, Greek, French, German, Mathematics, Literature, Sciences, etc. |
| 230 Principals, below \$600.                                     | 10 Teachers of Methods in Normals.  |
| 13 High School Principals, above \$1,500.                        | 15 Art in Private Schools.  |
| 31 High School Principals, salaries between \$1,000 and \$1,500. | 8 Drawing in Public Schools.  |
| 45 High School Principals, \$500 to \$1,000.                     | 20 Music in Public and Private Schools.   |
| 28 Ward, Grammar and Primary Principals.                         | 25 Positions for Elocution, Book-keeping, Penmanship, Shorthand, and kindred subjects.                |
| 25 High School Assistants' Positions, between \$600 and \$1,500. |   |

Now is the time to write and learn of our work. For the past two weeks we have averaged forty new vacancies and four new members each day—ten times as many vacancies as members. Will not some of these positions do for you?

WE HAVE FILLED FIVE HUNDRED POSITIONS during the past six months. A list of these will be sent on application. Address, for circulars, at once,

**TEACHERS' CO-OPERATIVE ASSOCIATION, 70 DEARBORN ST., CHICAGO, ILL.**

Branches: New York City, Box 1900. M. V. RIDGWOOD, Agent. Tacoma, W. Terr. W. H. HELNEY, Agent. ORVILLE BREWER, Manager.

### A TWO WEEKS' RECORD.

Grammar, Intermediate, and Primary positions, \$400 to \$750. 34 Positions for Specialists in Science, Latin, Music, Art, Elocution, Book-keeping, &c., \$400 to \$1,000.

The above is but a partial list of our vacancies. Every day brings new ones. Circulars free.

**PENNSYLVANIA EDUCATIONAL BUREAU,**

L. B. LANDIS, Manager. 206 N. 7th STREET, ALLENTOWN, PA.

### FREE REGISTRATION.

**THE NATIONAL TEACHERS' EXCHANGE, 70**  
Monroe Street, Chicago, Ill., combines the best features ever offered by an Agency.

1. No registration fee—a guarantee of an earnest effort on our part to place you and earn a commission.
2. No time wasted in "referring"—we recommend direct.
3. One half of the Agency's commission given to the teacher reporting the vacancy.

Send stamp for forms. Address,

**Mrs. J. W. BINGHAM, Manager, 236 Sheffield Ave., CHICAGO, ILL.**

### Teachers' Agency OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families, and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property, SCHOOL FURNITURE and school supplies. Best references furnished.

**E. MIRIAM COYRIERE,**

31 E. 17th Street, between Broadway and Fourth Avenue, New York City.

### WOMAN'S EXCHANGE Teachers' Bureau.

(FOR BOTH SEXES.) Supplies Professors, Teachers, Governors, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms. Address (Mrs.) A. D. CULVER, 390 Fifth Ave., N. Y.

### Keystone Educational Bureau,

NORTH EAST, PENNA. WANTED, Professors, Principals, and Teachers of all grades to fill vacancies for Fall of 1889. Being centrally located, access is easy to the North, South, East or West. Correspondents being established in all States.

OFFERS for sale or rent, desirable school properties. Address at once, as above, with stamp for Application Form and Terms.

**REV. T. A. EDWARDS, Pres.,**  
**F. H. SHAW, A. M., Sec'y.**

### Northwestern Teachers' Agency,

(INCORPORATED.) Procures skilled teachers for families and schools without charge. Supplies competent teachers with suitable positions. Circulars of good schools free to parents. Teachers, if seeking a position West of the Rockies, send stamp for circulars and application blanks to

**Northwestern Teachers' Agency,**  
Lock Box, 848. Portland, Oregon.

### Brockway's Teachers' Agency

(Formerly Chicago), Supplies superior teachers for schools colleges and families. **MRS. L. FREEMAN BROCKWAY,**  
28 West 23d St., N. Y. Recommends schools to parents.

### BRIDGE TEACHERS' AGENCY

110 Tremont St. BOSTON. 21 W. 5th St. ST. PAUL, MINN. Good teachers recommended to school officers. Good places for successful teachers. Circulars on application.

### The New York Educational Bureau

Offers to Superintendents, Trustees, Boards of Education and others wishing teachers of any grade, the choice of a large number of qualified teachers registered with us. A number of our candidates have already been engaged. As we are personally acquainted with a very large number of progressive teachers, we can assure prompt satisfaction.

### REGISTER AT ONCE.

We want more first-class teachers in Drawing, Music, Manual Training, thoroughly qualified Kindergarten and Primary teachers. Send for our new registration blanks. **H. S. KELLOGG, Manager,**  
25 CLINTON PLACE, NEW YORK.

### 500 TEACHERS

with good records, wanted at once, by the

### ALBANY TEACHERS' AGENCY,

508 Broadway, Albany, N. Y.

**W. A. CHOATE & CO., Props.**  
**J. E. MASSEE, Secretary.**

Among the positions recently filled by this Agency are the following:

Prin. High School, Saratoga Springs, N. Y.  
Prin. Union School, No. Bennington, Vt.  
Supt. of Schools, Bennington, Vt.

Application Form for Stamp.

### AMERICAN AND FOREIGN

### Teachers' Agency.

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governors for every department of instruction; recommends good schools to parents. Call on or address

**Mrs. M. J. YOUNG-FULTON,**  
American and Foreign Teachers' Agency,  
23 Union Square, New York.

For larger salaries, or change of location address Teachers' Co-operative Association, 170 State Street, Chicago, Ill., Orville Brewer, Manager.

### NO FEE FOR REGISTRATION BEST FACILITIES. EFFICIENT SERVICE. LARGE BUSINESS.

not in collecting advance fees, but in providing competent Teachers with Positions. Form for Stamp. Employers are served without charge. Our supply of Teachers is the LARGEST and BEST.

**R. E. AVERY,**  
AMERICAN SCHOOL BUREAU, 2 W. 14th., N. Y.

### SCHERMERHORN'S TEACHERS' AGENCY.

Oldest and best known in U. S. Established, 1855.  
3 EAST 14TH STREET, N. Y.

### PACIFIC TEACHERS' BUREAU,

C. C. BOTTON, Manager.

LOS ANGELES, CAL.: 6 S. Spring St

### TEACHERS WANTED.

American Teachers' Bureau, St. Louis, 13th year.



## We are going to Nashville via the Mammoth Cave Route.

The National Educational Association meets there July 16 to 19, 1899, and the Monon Route being the short and direct Pullman Sleeping Car Line from Chicago will sell excursion tickets at a very low special rate for the round trip on the occasion. With a complete system of magnificent and comfortable Through-Car Service it affords choice of routes, with something interesting to see en route. Send your name and address to L. E. Sessions, T. P. A., Monon Route, Box 581, Minneapolis, Minn., or E. O. McCormick, G. P. A., 185 Dearborn street, Chicago, Ill., and receive an elegant illustrated souvenir of the proposed trip, giving description of Mammoth Cave, the old battle fields, and other points of interest.

**McShane Bell Foundry**  
Finest Grade of Bells  
Churches and Public Buildings  
Send for Price and Catalogue. Address  
H. McSHANE & CO.,  
Baltimore, Md.

**BUCKEYE BELL FOUNDRY.**  
Bells of Pure Copper and Tin for Churches,  
Schools, Fire Alarms, Farms, etc. FULLY  
WARRANTED. Catalogue sent Free.  
VANDUZEN & TIFT, Cincinnati, O.

**ORATORS** say Pilo's Cure for Con-  
sumption is THE BEST  
for keeping the voice  
clear. 25 cents.

## R. H. MACY & CO.,

SIXTH AVENUE, 13th to 14th ST., N. Y.

We sell exclusively for cash in every instance. All other houses base their prices on the losses inseparable from a credit system, and cash buyers are the losers to the extent of the premiums they have to pay to cover these losses.

### MILLINERY,

Both Trimmed and Untrimmed, including all the latest Paris Fashions.

### CURTAINS OF ALL SORTS,

Black and Colored SILKS, SATINS, PLUSHES, DRESS GOODS.

### HOSIERY, for Ladies, Men and Children.

Gloves, Handkerchiefs, Blankets, Linen Goods of Every Description.  
Cutlery, House-keeping and House-furnishing Goods, China,  
Glassware. Ladies', Misses' and Children's Shoes.  
Boys' and Youths' Clothing.

Gents' Shirts, 74c.  
Ladies' Muslin Underwear.

All made on the premises.

BEST MATERIAL AND CONSCIENTIOUS WORKMANSHIP GUARANTEED.

### The Celebrated Parisian Menier Chocolate, 38c. per lb.

SEND FOR CATALOGUE. It will be mailed on receipt of 10c. to cover the expense.

Mail Orders Carefully Executed.

WE PREPAY FREIGHT TO ALL TOWNS WITHIN A RADIUS OF 100 MILES ON PAID  
PURCHASES OF \$5 AND OVER.

## R. H. MACY & CO.

**THE GREAT AMERICAN  
TEA  
COMPANY**

### BETTER NEWS TO LADIES

and All Lovers of Fine Teas

THE CHOICEST EVER IMPORTED. NOTHING LIKE IT EVER  
KNOWN IN QUALITY, PRICES, PREMIUMS AND DISCOUNTS.

A CHANCE OF A LIFE-TIME. GET PREMIUM NO. 27.

Latest and Best Inducements offered in Premiums and Discounts to introduce and get orders for our New Teas Just Received, which are Picked from the Select Tea Gardens of China and Japan, none but the Highest Grade Leaf being used. All guaranteed absolutely Pure. Handsome New Premiums of Imported China, Lamps, &c., given away with orders of \$10.00 and upwards, or discounts made if preferred. Good Teas 30, 35 & 40c. Excellent Family Teas 50 & 60c. Very Best 65 & 70c. per lb. Special—We will send by mail a Trial Order of 3/4 lbs. of our very Fine Teas on receipt of \$2.00. When ordering be particular and state if you want Formosa, or Amoy Oolong, Mixed, Young Hyson, Gunpowder, Imperial, Japan, English Breakfast or Sun-Sun Chop. No Humbug. Remember we deal only in Pure Goods. Send at once for a Trial Order to the Old Reliable and enjoy a cup of Good Tea. For particulars address The Great American Tea Co., 31 and 33 Vesey St., New York, N. Y. P. O. Box 57.



### INFANTILE Skin & Scalp DISEASES CURED BY CUTICURA Remedies.

FOR CLEANSING, PURIFYING AND BEAUTIFYING the skin of children and infants and curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair, from infancy to old age, the CUTICURA REMEDIES are infallible.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood diseases, from pimples to scrofula. Sold every where. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. Prepared by the FOTTER DRUG AND CHEMICAL CO., BOSTON, MASS. Send for "How to Cure Skin Diseases."

Baby's Skin and Scalp preserved and beautified by CUTICURA SOAP.  
KIDNEY PAINS, Backache and Weakness cured by CUTICURA ANTI-PAIN PLASTER, an instantaneous pain-subduing plaster. 25c.

**DEAFNESS** and Noises in the Ears Entirely Cured by Pilo's Pat. Improved Tubular Ear Cans. Wonders heard distinctly. Unseen, comfortable, self-adjusting. Success when all remedies fail. Sold only by F. H. COX, 833 Broadway, cor. 14th St., N. Y. Write or call for illustrated book of proofs FREE. In writing for information, please mention this paper.

Pilo's Remedy for Catarrh is the Best, Easiest to Use, and Cheapest.  
**CATARRH**  
Sold by druggists or sent by mail. 50c. E. T. Haseltine, Warren, Pa.

Musical, far sounding & highly satisfactory Bells for Schools, Churches, etc.  
**MENEELY & CO.** Estab-  
lished 1836  
WEST TROT, N. Y.  
Description prices and an application

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

A Mr. Turner wishes it to be understood that, desiring not to be mingled up with the vast supply of Turners, he will be henceforth called "Mr. Phtholagnyrrh," which he says is not a change, but a distinction, for, first, Phth (as in a "phthisic") is T; second, olo (as in "colonel") is ur; third, gn (as in "gnat") is n; fourth, yrrh (as in "myrrh") is er—or Turner.

"Charlotte, my dear, how is it I find you weeping? Have you bad news from your husband?"

"Oh! worse than that! My Arthur writes me from Karlabad, that he would die with ardent longing for me, were it not that he could gaze affectionately at my picture and cover it with a thousand kisses every day, but let me tell you that, just to try him, I slipped my mother's photo into his traveling bag instead of my own, before he started!"

Are you busy? Are you making money? If so, stick to it; you are fortunate. If you are not, then our advice is that you write at once to B. F. Johnson & Co., 1009 Main St., Richmond, Va. They can show you how to enter quickly upon a profitable work.

Mother—"Fritzchen, last night I dreamed about a beautiful cake that was so real I knew how it tasted."

Fritz—"Really, mamma? When you are going to dream that again may I sleep with you?"

Little Howard has been told that he must be punished, but that he could choose between a whipping or being shut in a dark closet. After a moment's thought, he said: "Well, papa, if mamma'll do it, I dess I'll be whipped, but if oo's doin' to whip me, dess I'll be shut up."

Brown—"Your teacher can't be such a mean man as you make out. I notice his son has all the toys he can possibly need."

Little Johnnie—"Why, dad, those are what his father takes away from the other boys."

#### IMPORTANT.

When visiting New York City, save Baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot.

600 Handsomely Furnished Rooms at \$1 and upwards per day, European plan. Elevators and all Modern Conveniences.

Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than any other first-class hotel in the City.

The costliest of all leathers is known as piano leather, and is used solely for covering piano-keys. The world's supply of it comes from Thuringia, in Germany, where a family of tanners hand down the secret of its preparation from father to son. The skins that make it grow upon the gray deer—a species found only in the neighborhood of the great northern lakes. They are worth twenty cents a pound when just stripped off. When they come back to us as piano leather, the price has risen from \$15 to \$18 a pound.

#### "Hunger is the Best Sauce."

As a rule, a person who has a good appetite has good health. But how many there are who enjoy nothing they eat, and sit down to meals only as an unpleasant duty. Nature's antidotes for this condition are so happily combined in Hood's Sarsaparilla that it soon restores good digestion, creates an appetite, and renovates and vitalizes the blood so that the beneficial effect of good food is imparted to the whole body. Truly hunger is the best sauce, and Hood's Sarsaparilla induces hunger.

Cora—"What induced you to tell Mr. Merritt I went to the party last night with George?"

Little Johnnie—"A quarter."

#### Chicago, Santa Fé & California Railway.

Reclining Chair Cars, free of extra charge, are run between Chicago and Kansas City on all four of our through daily express trains. Second-class passengers can ride in these. Second-class passengers can use the first-class Pullman Sleeping Cars between Chicago and Kansas City, if they choose to pay the Pullman Company's first-class charge of \$2.00 per night per double berth, or \$2.50 for the through trip between Chicago and Kansas City, St. Joseph or Atchison.

On the California Express (leaving Chicago for Kansas City at 11 every night—leaving Kansas City for Chicago at 8.30 every morning) a second-class Pullman Sleeping Car is attached, which runs through without change between Chicago and Los Angeles. Either first or second-class passengers can use these cars at a rate of 50 cents per night, and very moderate charges for the entire journey. These cars serve between Chicago and Kansas City, between Chicago and points in Kansas, Colorado, New Mexico, Arizona and California without change, affording very comfortable and very economical accommodations. Berths are reserved and procured in the same manner as in first-class Pullman cars. Porters have charge and keep everything in good order. The dining cars of the Santa Fe Route are unquestionably superior to anything in the West. All classes of passengers have the advantage of their superior service on the Santa Fe Route between Chicago and Kansas City.

## Ayer's Hair Vigor

It is the "ideal" Hair-dressing. It restores the color to gray hair; promotes a fresh and vigorous growth; prevents the formation of dandruff; makes the hair soft and silken; and imparts a delicate but lasting perfume.



"Several months ago my hair commenced falling out, and in a few weeks my head was almost bald. I tried many remedies, but they did no good. I finally bought a bottle of Ayer's Hair Vigor, and, after using only a part of the contents, my head was covered with a heavy growth of hair. I recommend your preparation as the best in the world."—T. Munday, Sharon Grove, Ky.

"I have used Ayer's Hair Vigor for a number of years, and it has always given me satisfaction. It is an excellent dressing, prevents the hair from turning gray, insures its vigorous growth, and keeps the scalp white and clean."—Mary A. Jackson, Salem, Mass.

"I have used Ayer's Hair Vigor for promoting the growth of the hair, and think it unequalled. For restoring the hair to its original color, and for a dressing, it cannot be surpassed."—Mrs. Geo. La Fever, Eaton Rapids, Mich.

"Ayer's Hair Vigor is a most excellent preparation for the hair. I speak of it from my own experience. Its use promotes the growth of new hair and makes it glossy and soft. The Vigor is also a cure for dandruff."—J. W. Bowen, Editor "Enquirer," McArthur, Ohio.

"I have used Ayer's Hair Vigor for the past two years, and found it all it is represented to be. It restores the natural color to gray hair, causes the hair to grow freely, and keeps it soft and pliant."—Mrs. M. V. Day, Cohoes, N. Y.

"My father, at about the age of fifty, lost all the hair from the top of his head. After one month's trial of Ayer's Hair Vigor the hair began coming, and, in three months, he had a fine growth of hair of the natural color."—P. J. Cullen, Saratoga Springs, N. Y.

## Ayer's Hair Vigor,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.  
Sold by Druggists and Perfumers.



## BROWN'S FRENCH DRESSING

FOR LADIES' AND CHILDREN'S BOOTS AND SHOES.

Awarded Highest Honors at Philadelphia, 1876; Melbourne, 1880; Berlin, 1884; London, 1883; New Orleans, 1884-85. Paris Medal on every bottle. Beware of Imitations.

#### LUXURIOUS TRAVELING.

In arranging a summer tour east, the advantages of "The Seaside and White Mountains Special" solid Pullman Vestibuled train via Niagara Falls, Thousand Islands, Rapids of the St. Lawrence, to the White Mountains and the summer resorts on the coast of Maine should not be overlooked. The train consists of Pullman Vestibuled Library Chair and smoking car with bath room and barber shop, Pullman Vestibuled Dining Car, and four magnificent Pullman Vestibuled Sleeping Cars, all lit by electricity, and without change of any car, runs through to the coast of Maine, affording all the advantages of a personally conducted tour, all the luxuries of modern hotel accommodations and a variety of scenery not equaled on the American continent. The capacity of the train being limited, accommodations therein should be secured early. This train makes its first trip Wednesday, June 26th, and each Wednesday thereafter during the tourist season. Tourist tickets are now on sale. Call on or address E. H. Hughes, General Western Passenger Agent, Chicago & Grand Trunk Ry., 103 South Clark Street, Chicago, Ill.



## Appletons' Arithmetics in Atlanta.

Office Superintendent of Public Schools.

Atlanta, Ga., June 12, 1889.

This is to Certify that at a meeting of the Board of Education on June 6, 1889, Appletons' Arithmetics were adopted for exclusive use in the Primary, Grammar, and High Schools of the city, to take the place of Sanford's Arithmetics now in use.

(SIGNED) W. F. SLATON,  
Supt. of Schools and Secretary of Board.

NOW READY:

## McGUFFEY'S ALTERNATE SIXTH READER.

A Literary Reader for Higher Grades; bound in full cloth, 432 pages; with ten full page illustrations and 129 choice new selections not found in the usual school readers; biographical sketches, etc.

PRICE, SIXTY CENTS.

**VAN ANTWERP, BRACG & CO., Publishers,**  
137 Walnut Street, CINCINNATI. 28 Bond Street, NEW YORK. 8 Hawley Street, BOSTON.

JUST OUT.

LEACH,  
SHEWELL, &  
SANBORN,  
Publishers,  
BOSTON,  
CHICAGO,  
NEW YORK.

Morgan's English and American Literature.

Wells' Higher Algebra.  
Southworth & Coddard's Elements of Composition and Grammar.

IN PRESS.

Webster's First Bunker Hill Oration.  
Coleridge's Ancient Mariner.  
Macanlay's Essay on Lord Clive.

Edited by Professors in the Literature Department of Wellesley College and required for admission by the Association of New England Colleges.

READY IN JULY. **ANNOUNCEMENT.** A NEW ALGEBRA  
in the Bradbury's Eaton's Mathematical Series

## THE ACADEMIC ALGEBRA.

By WM. F. BRADBURY, Head Master of Cambridge Latin School, and GRENVILLE C. EMERY, Master in the Boston Latin School. Designed for High Schools, Academies and Preparatory Schools. 412 pp. Price, \$1.08.

This is a book carefully prepared in the light of a long and successful experience as instructors, and a familiarity with the most recent requirements for admission to the Colleges and Scientific Institutes, and it contains the latest and most approved methods of presenting the subject.

The publishers believe that this will be found to have no superior as a text-book in Algebra. It is especially commended to the attention of instructors in schools having departments preparatory for higher institutions.

A sample copy will be sent for examination on receipt of 50 cents.

THOMPSON, BROWN & CO., Publishers, 23 Hawley St., BOSTON.

**CHARLES De SILVER & SONS,** No. (6) 1102 Walnut Street, Philadelphia. PUBLISHERS OF

## INTERLINEAR CLASSICS.

"We do aim to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.

Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers, \$1.80.

Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of Classics, and to all other systems. Price to Teachers, \$1.10.

Sargent's Standard Speakers, Frost's American Speaker, Pinckney's School Histories, Lord's School Histories, Manesca's French Series, etc.

Send for terms and new catalogue of all our publications.

## A Voice Well Trained

Is Alike a Pleasure and a Profit.

Thousands of voices are ruined by improper training. The VAN BUREN METHOD OF VOICE CULTURE is the best. It is pronounced "the cream of the Rudersdorff Method." Testimonials from pupils, artists and physicians. Correspondence solicited. Summer Instruction for teachers. Pamphlet detailing the Method sent upon application.

**JEANNETTE VAN BUREN,**  
146 BOYLSTON STREET,  
BOSTON.

SIMPLIFIED!

## German-Spanish.

Clear, concise, practical manuals for classroom or self instruction. By Prof. A. Knoflach of New York. Specimen copy of either book One Dollar. Send for prospectus and testimonials.

**UNIVERSITY PUBLISHING CO.,**  
66 & 68 DUANE ST., NEW YORK.

NEW ENGLAND

## CONSERVATORY.

Thorough instruction under ablest Masters in MUSIC, FINE ARTS, ELOCUTION, LITERATURE, LANGUAGES, PHYSICAL CULTURE, AND TUNING. Tuition \$5 to \$25 per term. Board and room including Steam Heat and Electric Light, \$5 to \$7.50 per week. For Illustrated Calendar giving full information, address

**E. TOURJEE, Director, Franklin Sq., BOSTON.**

## BEATTY ORGANS

Only \$5.00. Great Bargains in Pianos. Write for Latest Illustrated Catalogue. Address, Daniel F. Beatty, Washington, New Jersey.

"THE STANDARD"

## WILSON'S TREATISE ON PUNCTUATION. 27th Edition.

Every letter writer, author, printer, proof-reader, instructor, or pupil should be familiar with this well-known and standard work on punctuation and capitalization. 12mo. Cloth. 348 pp. Price, \$1.00.

CLASS MANUALS.

## COCKER'S HAND BOOK OF PUNCTUATION. 60 Cents.

For use in Composition and Rhetorical exercises.

## BARDEEN'S COMPLETE RHETORIC. \$1.50.

A practical text book from an Editor's workshop, and one of the best for class use. For sale by booksellers, or sent postpaid on receipt of price by the publishers,

**A. S. BARNES & CO., 111 and 113 William Street, NEW YORK.**

## THE PRANG EDUCATIONAL CO.,

PUBLISHERS AND DEALERS IN  
Drawing Books, Drawing Models,  
and Artists' Materials.

Prang's American Text-Books on Art Education. ALSO MANUFACTURERS OF  
**PRANG'S DRAWING MODELS.**

TO WHICH SPECIAL ATTENTION IS CALLED.  
These MODELS have been specially designed for the teaching of Form and Drawing in Primary and Grammar Schools. They consist of both Solids and Tablets arranged in a carefully graded series, are made with the greatest regard for accuracy and beauty, and are furnished at the lowest possible price. They have been adopted by the leading cities of the country, and are absolutely indispensable to the correct teaching of Form and Drawing in every stage, and especially at the outset.

For catalogue and particulars, address

**THE PRANG EDUCATIONAL CO.,**  
7 Park Street, Boston, Mass.  
70 Wabash Avenue, Chicago.

## CHRISTOPHER SOWER CO.,

Late Sower, Potts & Co., PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES

Dr. Brooks's Normal Mathematical Course  
1. Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books, combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the above.

Montgomery's Nor. Union System of Indust.

Drawing.

Lyte's Bookkeeping and Blanks.

## A Good Place for a Music Teacher

is alongside of the counter of a Dittson Company Music Store. A few hours of a summer tour may be profitably spent in examining our exceptionally good new publications, and selecting for the Fall campaign.

From our 64-page list of books (which please ask for), we name a few books out of many.

Examine our Singing and Chorus Classes:

Song Harmony. (60 cts. \$6 doz.) Emerson.

Royal Singer. (60 cts. \$6 doz.) Emerson.

American Male Choir. (\$1 or \$9 doz.) Tenney.

Jehovah's Praise. (\$1 or \$9 doz.) Emerson.

Concert Selections. (\$1 or \$9 doz.) Emerson.

Or our excellent Cantatas:

Dairy Maid's Supper. (20 cts. \$1.80 doz.) Lewis.

Rainbow Festival. (20 cts. \$1.80 doz.) Lewis.

Examine our superior School Music Books!

Song Manual, Book 1. (50 cts. \$5 doz.) Emerson.

Song Manual, Book 2. (40 cts. \$4.30 doz.) Emerson.

Song Manual, Book 3. (50 cts. \$4.80 doz.) Emerson.

United Voices. (50 cts. \$4.80 doz.) Emerson.

Kindergarten and Primary Songs. (30 cts. \$3 doz.) Emerson.

Examine our New Piano Collections.

Popular Piano Collection. (\$1 27 pieces.

Popular Dance Music Collection (\$1.)

And many others. Also,

Popular Song Collection. (\$1) 37 songs.

Song Classics. (50p. \$1.) (Aldo \$1.) 50 Songs.

Classic Tenor Songs. (\$1.) Baritone Songs, (\$1.)

Any book mailed for retail price.

**OLIVER DITSON COMPANY, Boston.**

C. H. DITSON & CO., 867 Broadway, New York.

## THE STUDY OF PHRENOLOGY.

THE AMERICAN INSTITUTE OF PHRENOLOGY opens its Annual Session on Tuesday, Sept. 24. The courses of instruction, open to both men and women, are invaluable to all who would acquire a Systematic Knowledge of Human Nature by competent instructors. For full particulars write for "INSTITUTE EXTRA." Address, FOWLER & WELLS CO., 775 Broadway, New York.

**SUPERINTENDENTS AND SCHOOL OFFICERS WHY?** Because our list of teachers is best. **WHY?** Because we nominate only the best teacher for the place. **WHY?** Because we can fill any position. Write to us describing place, salary, to whom to apply, etc.

**TEACHERS' POSITIONS ARE NOW COMING IN!** Do Not Delay! What? Write to us for our new Application Blank, circulars, terms, etc. **NOTE** our SPECIAL OFFER. REGISTRATION TO SEPT. 1890—\$2.00—New Offer.

**NEW YORK EDUCATIONAL BUREAU, 25 Clinton Place, NEW YORK.**  
E. L. KELLOGG & CO., PROPRIETORS. H. S. KELLOGG, MANAGER.

**KINDERGARTEN MATERIAL**  
J. W. SCHERMERHORN & CO. 3 EAST 14th ST. N. Y.

## JOHNSON'S Universal Cyclopedia

Subscription Price, \$48.

**A. J. JOHNSON & CO.,**  
11 GREAT JONES ST., NEW YORK.

TEACHERS' WANTED.

## CHEMICAL LECTURE NOTES.

By PETER T. AUSTEN,

Prof. of General and Applied Chemistry, Rutgers College, N. J.

12mo, Cloth. \$1.00.

"It is admirably fitted to supplement any of the regular elementary works, and is invaluable to those students who study, not merely to pass, but to know."—New England Journal of Education.

"The chapter on 'The Chemical Factor in Human Progress' has all the fascination of romance; indeed, in recounting wonders wrought it casts in the shade 'The Arabian Nights.'"—Christian Intelligence.

**JOHN WILEY & SONS,**  
ASTOR PLACE, NEW YORK.

Mailed and prepaid on receipt of the price.

## Three Great Educational Works

By DR. EDWARD BROOKS, A.M.

## Normal Methods of Teaching

504 pages. \$1.50.

This work presents the "New Education" in its simplest and most practical form, while it carefully avoids the vagaries and impracticable fancies of the mere theorist. All of its methods have been tested in the school-room.

## Mental Science and Culture

504 pages. \$1.50.

This work describes in a simple and concise form the nature of the mind and how to cultivate its faculties. It grew up in the class-room and is thus specially adapted to students and teachers.

## Philosophy of Arithmetic

576 pages. \$2.00.

"Every school library should have a copy of it, and every teacher of mathematics will find it indispensable."—National Journal of Education, Boston.

These works are written by a great teacher and distinguished author, who was for many years Principal of the First State Normal School of Pennsylvania.

Special prices for introduction and to teachers for examination. Sold by all Booksellers, or mailed upon receipt of price.

## The Normal Publishing Company

1124 Arch St., Philadelphia.

CHARLES C. SHOEMAKER, Manager.

**READERS** will confer a favor by mentioning the SCHOOL JOURNAL when communicating with advertisers.